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Reports of Pittsburgh's 1967 ESEA Title I projects are presented in two volumes. The 17 reports in Volume I, which adhere to the procedures established in an evaluation model, are of programs in communication skills, camping, vocational education, music, standard English, social development, revised class organization, remedial reading by means of reduced class size, exposure to current events through television, kindergarten and preprimary activities, and the use of library aides, school social workers, and speech and hearing mobile units. (See UD 007711 for reports in Volume II.) (EF)

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TITLE I PROJECTS

EVALUATION REPORT
1967 - VOLUME I

UD 007 710

PITTSBURGH PUBLIC SCHOOLS
SIDNEY P. MARLAND, JR., SUPERINTENDENT

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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ESEA TITLE I PROJECTS

EVALUATION REPORT

1967 - VOLUME I

THE BOARD OF PUBLIC EDUCATION · SCHOOL DISTRICT OF PITTSBURGH, PENNSYLVANIA

UD 007 710

Pittsburgh Public Schools

Sidney P. Marland, Jr., Superintendent

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QUALIFYING SCHOOLS

The following schools were eligible for Title I funds under the 1966-1967 guidelines:

Elementary

Arlington
Arsenal
Baxter
Belmar
Beltzhoover
Burgwin
Chartiers
Clayton
Columbus
Conroy
Cowley
Crescent
Dilworth
East Park
East Street
Fairywood
Fineview
Forbes
Fort Pitt
Frick
Friendship
Gladstone
Grandview
Greenfield
Hays
Holmes
Homewood
Knoxville
Larimer
Lemington
Letsche
Lincoln
McCleary
McKelvy
McNaugher
Madison
Manchester
Mann
Miller
Morse
Murray
Northview
Phillips
Prospect
Rogers
Schiller
Sheraden
Spring Garden
Stevens
Vann
Weil
Woolslair

Secondary

Allegheny
Arsenal Vocational
Carrick
Connelley Vocational
Conroy Junior
Fifth Avenue
Gladstone
Greenfield Junior
Herron Hill Junior
Knoxville Junior
Langley
Latimer Junior
Oliver
Peabody
Perry
Prospect Junior
Schenley
South
Washington Vocational
Westinghouse

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Introduction

Since the early months of 1966, under the auspices of Title I of the Elementary and Secondary Education Act, Pittsburgh Public Schools have been using federal funds to develop a variety of programs addressed to the needs of socially and economically disadvantaged students and the schools these students attend. More specifically, the funds have been used for the following purposes: to introduce changes in school organization; to augment the human and material resources of the school; to provide new or improved services; to devise or strengthen instructional strategies and other educational processes; to increase the variety of educational activities; and to evaluate and adjust the planning, implementation, and effects of these changes. The benefits of the total effort are seen in the gradual rationalization of processes and programs toward the goal of quality education in the affected schools.

An integral part of the overall change is the evaluation activity which has guided and supported it. The objectives and criteria of evaluation are defined by the Pittsburgh Evaluation Model. Under this model, educational processes are viewed as emerging cybernetic entities. Continuous feedback to program managers of evaluative information, coupled with ever more effective responses on their part, contributes to the constant improvement of plans and operations in the schools affected by Title I.

This publication, the second annual evaluation report, presents information about Title I activities conducted during the 1966-1967 school year. The emphasis of the overall effort on the development of processes is evidenced in the nature of the reporting. Thus, much of the information presented to managers in this early phase of evaluation is related to program conceptualization and program operation. As time progresses, proportionately more information about program effects will be gathered and disseminated.

The reports are presented in two volumes. They have been kept as concise as possible, and, to avoid repetition, the procedures and methods defined by the evaluation model have not been explained or described within the individual reports. For information about these, the reader is referred to the first section of Volume I which contains an explanation of the Pittsburgh Evaluation Model.

The 17 reports in Volume I reflect the objectives and procedures established by the evaluation model. Volume II is composed of those 10 evaluation reports which were not held to the model, although they may have conformed to it in part, if not completely. The unusual content and format of the Volume I reports merit some additional explanation. Parts of these reports, such as program definitions and Stage I panel findings, have been issued at intermediate stages of the year's evaluation as separate documents. To conserve editing time and resources, these sections were incorporated into the reports without the modification necessary to make them consistent with the conventional format.

Any effort of this type depends on the contributions of many individuals and groups. We wish to thank the personnel in the schools who have given their time to fill out questionnaires and answer interviews and have cheerfully suffered the interruption of their classes for observations. The cooperation and understanding of project managers has also been an essential condition of this work. These managers, who must ultimately bear the responsibility for the success or failure of their programs, have been forced to take risks with us which were not always within their understanding or, in their opinions, prudential. To them, also, we extend our thanks.

Malcolm Provus
Director of Research

THE PITTSBURGH EVALUATION MODEL

Background and Context

In Pittsburgh Public Schools a model evaluation plan is being developed under a contract with the United States Office of Education and in conjunction with the evaluation of Title I programs. The proposal for the development of model criteria and procedures in Pittsburgh set forth the following premises:

1. That evaluation in the public school setting is a process for program improvement as well as for program assessment
2. That maximizing the involvement of program personnel (field staff and administrative staff) in the process of evaluation fosters staff commitment to program improvement and promotes desired change in staff behavior
3. That the nondirective role for evaluation personnel is effective in promoting program improvement

In addition, the following conditions or factors in the Pittsburgh setting have contributed to shaping the Pittsburgh Model:

1. Lack of adequate pre-implementation planning and evaluation for Title I programs
2. Anticipation of eventual support for evaluation of other educational programs currently operating within the system

3. Proliferation of Title I programs (28 during the first year of model development), which has made necessary some compromises between the optimum and the practical in developing evaluation procedures

Out of the foregoing considerations and the experience of model building, the following features of the Pittsburgh Model have emerged:

1. The purpose of program evaluation is seen as that of providing information requisite to program development and stabilization and for valid program assessment to those responsible for decisions to change the program.
2. Evaluation and decision-making functions are seen as separate.
3. Educational programs are viewed as discrete subsystems of the total school system.
4. The audience for evaluation information is seen as primarily the decision makers within each program. The exceptions to this rule are at points of inter-program contact (e. g. are separate programs compatible?) and comparison (e. g. which is most efficient?).[1] Decision-making responsibility is

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[1] In order to satisfy the requirements of the Elementary and Secondary Education Act of 1965 and of the state and federal agencies responsible under the law, product assessment not always consistent with the Pittsburgh model is carried on concurrently with model activities. Product evaluations not consistent with the model are reported annually, whereas evaluation reports under the model are not tied to a fixed time schedule.

presumed to reside in all strata of program staff; i.e., all members of program staff, from teachers on up through the supervisory and administrative ranks, are potential program developers.

5. The focus of evaluation under the model--the evaluation criteria and their sequence--reflects an interpretation of the information input necessary for program improvement and assessment in the public school setting. Program development is seen as a spiraling process, with much recycling of change activity as a program evolves.
6. The procedures of evaluation under the model--the specifications for how evaluation purposes are to be carried out--are engineered to encourage the involvement and commitment of teachers and other categories of field staff to insure acceptance and use of evaluation findings.

The Focus of Evaluation

The first concern of the model building effort in Pittsburgh is that of determining what is to be evaluated. Guidelines have been adopted which relate evaluation to the spiral of program development, specifying both the sequence of evaluation interest over time and the scope of interest in point of time. An explanation of the guidelines and their underlying rationale is presented in the following section.

The Guidelines: Sequence

Guidelines relevant to sequence in evaluation are represented in Figure I. Under these guidelines, evaluation purposes or objectives are seen as related to the decision problems of program developers; these decision problems, in turn, are seen as being determined by the status of the program in the process of program development. For convenience in formulating a generalized plan of sequence, the development process is viewed as being segmented into four levels or stages, and a set of evaluation objectives and criteria is associated with each stage. In Figure I, the four evaluation stages are listed in Column I, and a set of evaluation objectives for each stage in Column II.

Under the guidelines, each evaluation objective is implemented by the evaluation staff through the observation of specified phenomena and the application of specified criteria in making evaluation judgments. To the extent that it is possible at this time to generalize, the guidelines specify the sources of standards for the criteria. In Figure I, the observations and criteria associated with each objective are listed in Columns III and IV respectively. The standards sources for specified criteria are listed in Column V. The development problems for which the evaluation produces information are listed for each stage in Column VI.

Stages of Program Evaluation I	Evaluation Objectives II	Phenomena Observed III	Criteria for Evaluation Judgments IV	Standards Sources V	Development Problems for Decision VI
STAGE I	To assess viability of program design	Public consensus of program staff in response to questions about program dimensions (program design)	Comprehensiveness of program design Face validity of program design	Pittsburgh taxonomy of program dimensions Consultant employed by evaluation staff	Should resources be reallocated within the system? Should the operating program be terminated? Should resources be reallocated within the program (1) to extend the program design or (2) to alter the program design?
	To assess feasibility of program design	Perceptions and opinions of field staff about reciprocal effects of program and program environment	Compatibility of program with program environment	Hierarchy of system objectives implicit in opinions of field staff	
STAGE II	To assess implementation of program and To assess validity of program assumptions	Public consensus of program staff in response to questions about program dimensions (program design) Status of antecedent and process dimensions in operating program	Congruence between operating program and program design in antecedent and process dimensions		Should resources be reallocated to alter the program design and/or to effect operational adjustment (broaden and internalize the public consensus)?
STAGE III	To maintain fidelity of operating program with program design	Public consensus of program staff in response to questions about program dimensions (program design) Status of antecedent and process dimensions in operating program	Congruence between operating program and program design in antecedent and process dimensions		Should resources be reallocated to effect operational adjustment (broaden and internalize the public consensus)?
	To assess effectiveness of operating program and validity of program assumptions	Status of outcome dimensions in operating program	Congruence between operating program and program design in outcome dimensions	Program design relative to criteria for objectives	Should resources be reallocated to alter or restructure the program design?
STAGE IV	To maintain fidelity of operating program with program design	Public consensus of program staff in response to questions about program dimensions (program design) Status of operating program in all dimensions	Congruence between operating program and program design in all dimensions		Should resources be reallocated to effect operational adjustment (broaden and internalize the public consensus)?
	To assess efficiency of operating program and To assess economy of operating program	Time cost of operating program Dollar cost of operating program	Cost relative to effectiveness Cost relative to efficiency	System values System values	Should the program be terminated? Should the program design be altered? restructured?

Figure I
Evaluation Guidelines: Sequence

Stage I. The objectives for evaluation in Stage I are to assess the viability and the feasibility of the program design under the condition that the program is already operational; the paramount question--which definition, or design, of the program to assess--is resolved by the guidelines, which provide for generating a dynamic baseline definition, or working definition, of the program by means of public interviews with representative groups of program staff.[2] This observed public consensus is then judged for viability by applying the two criteria of comprehensiveness and face validity.

The standard used for the criterion of comprehensiveness has been developed in Pittsburgh through systematic analysis of the definitions or designs of all Title I programs. This standard is embodied in a comprehensive list of program elements and is presented in Figure II as the Taxonomy of Program Dimensions. As shown in

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[2] After a Title I program has been implemented in Pittsburgh, there are usually at least three designs of the program in existence: one is represented by the project proposal, at least one other exists in the thinking of program leaders, and a third is reflected by what actually happens in the operation of the program. Experience suggests that, at any given time, the actual number of designs in existence for a given program is proportional, inversely, to the quality of the intrastaff communication achieved for that program. The rationale for the consensus definition is as follows: it provides an expedient focus for program development activity aimed at modifying and internalizing program goals because (1) it reflects many of the divergent views held by the program staff, while at the same time, (2) it is largely shaped by the thinking of program leaders whose influence in the process of deriving the definition may act as a stimulus for internalization.

GENERAL DESCRIPTION	OUTCOMES	ANTECEDENTS	PROCESS
I. Overall Statement of Objectives and Rationale of the Program II. Description of Scope A. Number of Pupils and/or Number of Classes and Schools Involved B. Grades or Ages of Participants C. General Description of Staff	I. Major Objectives A. Terminal Objectives[1] B. Ultimate Objectives[2] II. Enabling Objectives[3] III. Other Benefits[4] IV. Criteria for Successful Completion of or Removal from the Program	I. Students A. Selection Criteria[5] B. Entering Behaviors[6] II. Staff A. Program Personnel by Specific Positions B. Qualifications for Specific Positions 1. Professional 2. Personal III. Support A. Administrative Support B. Human Resources C. Media D. Facilities IV. Time Constraints	I. Participant Activities A. Enumeration of Activities B. Estimate of Time Spent on Each C. Media Used to Carry out Activities D. Activities Related to Objectives II. Staff Activities A. Functions and Duties for Specific Positions B. Intra-staff Communication and Coordination C. Communication between Program Staff and Others and its purpose

[1] Behaviors exhibited by participants at the end of the program which demonstrate successful completion of the program

[2] Long range goals of the program, objectives to which the program hopefully contributes, but for which it does not have sole responsibility

[3] The skills, attitudes, and information which students must acquire during the program to insure the accomplishment of the major objectives

[4] Benefits expected to accrue to other than program participants as a result of the program

[5] Criteria that are used to determine who shall participate in the program

[6] Characteristics of participants (other than selection characteristics) which are related to performance in the program

Figure II
Taxonomy of Program Dimensions

Figure II, program elements are classified into four broad categories. Three of these--outcomes, antecedents, and process--are regarded as necessary and sufficient for program design. The educational program is conceived as a dynamic input-output system; in keeping with this concept, channels and procedures for communication are seen as essential elements of program design.

The basic questions relative to comprehensiveness of the program definition are (1) "Is there specific program information for each dimension in the taxonomy?" and (2) "Are program dimensions spelled out in acceptable form, i. e., are objectives stated in terms which describe behavior, conditions of behavior, and standards or criteria?" In judging a design for comprehensiveness in the first or second cycles of evaluation,[3] it is common in the Pittsburgh experience to find that many of the dimensions are either not specified, not complete, or not in desired form (e. g. objectives are not stated in behavioral terms). The implication for decision makers in these instances is that curriculum development work or other activity to extend and/or modify the program definition should be initiated.

The second criterion for viability of the program definition is that of face validity, or the logic (reasonableness) of the functional relationships implicit in the definition. The standard source suggested by the model for application of this criterion is a qualified consultant employed by the evaluation staff.[4] In judgments relative to face validity reside implications for modification of program design.

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[3] A description of the evaluation cycle appears in a later section of this paper.

To implement the second objective of Stage I evaluation, that is, to assess the feasibility of the program definition by applying the criterion of compatibility, a second set of observations is collected. These observations relate to the reciprocal effects of the program, as currently designed, and the program environment. The question to be answered is "Does this program conflict with other programs or with the school system as a whole in regard to the use of student time, staff time, facilities, or media?"[5]

In the Pittsburgh system, information on which to judge compatibility is not readily available at present. The current practice, therefore, is to assess the perceptions and opinions of field personnel, accepting as a standard the hierarchy of system objectives which is implicit in those opinions. Judgments arrived at in this manner are indeed gross; when unquestionably negative, they lead to questions for

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[4] A checklist useful for assessing face validity is presented in Figure III. These statements are derived from "Criteria for Stage I Evaluation Judgments" presented in Figure 6 which guides the Pittsburgh evaluation staff.

[5] The basic questions which can help determine compatibility are presented in Figure IV.

	Yes	No
1. The terminal objectives tell what the student does to signify success in the program.	___	___
2. The terminal objectives are clearly related to day-to-day activities of the program.	___	___
3. The enabling objectives are clearly related to the terminal objectives.	___	___
4. The entering behaviors are consistent with the selection criteria.	___	___
5. The entering behaviors are linked to the program's objectives.	___	___
6. The media are clearly related to activities and are sufficient for the essential activities.	___	___
7. The activities are related to the objectives. There is at least one activity for each objective.	___	___
8. Time resources are realistically related to the objectives. There is sufficient time for each specified activity.	___	___
9. Staff qualifications and characteristics are adequate for the functions defined. If not, in-service activities are spelled out to make them adequate.	___	___
10. All functions necessary to serve the objectives are included.	___	___
11. The functions for each group are clearly related to program objectives.	___	___
12. Staff duties are clearly related to staff functions.	___	___
13. Staff duties are clearly defined.	___	___
14. There are duties for each function.	___	___
15. Intra-staff activities are adequate for support of program operation or program objectives.	___	___
16. Communications channels outside the program are related to support needs.	___	___

Figure III
Checklist for Face Validity

1. Is sufficient time available for student participation in the program?
   What activity does the student give up in order to participate in the program?
   Does this reallocation of student time result in sacrifice to other objectives of the school program?
   Does it have an effect on the operation and/or goal attainment of this program?

2. Is sufficient time available for participation by the program staff and cooperating personnel?
   What activities do staff or cooperating non-program personnel sacrifice in order to participate in the program?
   Does this reallocation of their time result in a sacrifice to other objectives of the school program? How does it affect this program?

3. Are facilities and media now available to the program? If not, have plans been made to provide them?
   Is allocation of facilities and/or media to this program resulting in sacrifice of other objectives of the school program?
   Is this program affected by the manner in which facilities and media are allocated?

4. Are the gains for students anticipated by this program equal to, less than, or greater than possible sacrifices in other educational objectives of the school program?

Figure IV
Basic Interview Questions, Program Compatibility

decision making relating to reallocation of resources within the system, program termination, and program modification.

Stage II. The objectives for evaluation in Stage II are to assess both the implementation of the program and the validity of the program assumptions. The initial focus is the current status of the working definition, as reflected by the current public consensus of program personnel. The second set of observations for Stage II evaluation relate to the operational reality of the program in the antecedent and process dimensions.

A single criterion is applied--the congruence or incongruence of current program design with current program operation. This congruence or lack of congruence reflects both on the quality of implementation and/or the validity of program assumptions. If program operation does not accord with intent (as reflected in the public consensus) two, and only two, inferences are possible: (1) functional relationships implicit in the program definition--the program assumptions--are invalid and/or (2) the program has not been communicated and/or internalized among the specified personnel. Implications from these findings relate to action for program redesign and/or for operational adjustment through broadening and internalizing the current consensus.

The guidelines do not yet specify the standard for congruence. The question to be explored is, "How much discrepancy between program design and program operation should be regarded as inevitable?"

Perhaps the standard which evolves will be a ranking of antecedent and process dimensions in terms of the relative importance of discrepancy in each dimension.

Stage III. The observations and judgments which implement Stage II objectives serve another purpose at Stages III and IV. At these higher stages in the sequence, evaluation serves both to monitor the quality of implementation, and as stated in the guidelines, to maintain the fidelity of the operating program with the program design. Thus, at Stage III the working definition is compared with the observed status of antecedent and process dimensions in the operating program. Any resulting implications for change activity relate to operational adjustment through improved communication of the program.

The other purpose of evaluation at Stage III is assessment. Both the effectiveness of the operating program and the validity of program assumptions are assessed in one set of operations--the observation of program outcomes and comparison of these for congruence with outcomes specified in the design. The source of standards for judging congruence is identified by the guidelines as the program's own design (working definition). As seen in the Taxonomy (Figure II) one necessary element of program design is the specification of criteria for outcomes.

Inferences inherent in negative assessment at Stage III relate to validity of the program design. Instability as an explanation of failure has been ruled out at this stage by both the accomplishment of evaluation objectives at Stage II and the subsequent quality control function of evaluation. Therefore, when it is found that the operating program is not achieving its objectives, the validity of functional relationships implicit in the program definition is called into question. The implication for program leaders is change activity directed toward altering or restructuring the program design.

Stage IV. The quality control function of evaluation continues in this stage and is represented in the guidelines as the first objective for Stage IV evaluation--to maintain the fidelity of the operating program with the program design. As in Stage III, this objective is implemented by first observing both the current working definition of the program and the status of the operating program and then applying the criterion of congruence. Implications from negative evaluation relate to operational adjustment through improved communication of the program.

The unique objectives of evaluation in Stage IV are to assess the efficiency and the economy of the operating program. The observation relevant to assessing the efficiency of the program is its cost in terms of student or participant time (one aspect of the antecedent dimension). The criterion of cost relative to effectiveness is applied, invoking standards derived from and for the entire school system.[6]

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[6] These standards do not yet exist in the Pittsburgh system.

Implications from negative assessment in Stage IV relate to decisions for program termination or program modification.

The Guidelines: The Evaluation Cycle

The guidelines for sequence are purposefully inexplicit about the time dimension in evaluation. The range of evaluation interest in relation to periods of time during program evaluation is clarified in the explanation of the evaluation cycle--the mechanism for adapting the evaluation sequence to the rate of change in the program. Under the guidelines, a cycle of evaluation consists of those evaluation activities essential to implementing a set of evaluation objectives and, in addition, a monitoring of program change at the end of the cycle. The evaluation objectives which define an evaluation cycle are not identical, necessarily, with any single group of objectives that defines an evaluation stage (see Figure I).

After the first cycle, each succeeding evaluation cycle is defined in part by the necessity of evaluating in the light of changes in the program. Thus, as program development activity recycles, so also does evaluation activity. As successive evaluation cycles adopt new objectives moving ahead through the sequence of evaluation stages, they also include some of the objectives and associated activities of earlier stages. After Cycle I, an evaluation cycle is likely to be broader in its scope of interest than a single evaluation stage.

Criteria for Definition of the Evaluation Cycle. Experience with the interaction of evaluation activity and program change currently is insufficient to suggest more than general guidelines for cycle definition. These are as follows:

1. Negative Evaluation--When a negative evaluation judgment is reached during one cycle of evaluation, the associated criteria and activities are included again in the next cycle of evaluation. New objectives associated with a higher stage of evaluation are incorporated as long as consistent with the actual progress of program change. There is always a time delay between evaluation judgments directed toward program change and actual program change. Furthermore, pursuant to negative judgment at a given level of program evaluation, program development must recycle at this level and possibly also at earlier levels before "catching up." The decision to define a new evaluation cycle in terms of the next higher level of evaluation is based on expectation that program recycling will be rapid enough for sufficient progress within the time constraints imposed by the structure of a new evaluation cycle. Considerations which affect the expectation of adequate program progress are as follows:

a. Observation of the change decisions and plans of program leaders and judgments of the efficacy of these plans by those members of the evaluation staff most knowledgeable about the program. (Is the impetus and know-how for change activity adequate? Is the available time adequate?)

b. Nature of the evaluation observations needed at the higher level of evaluation and time constraints affecting the collection of such observations. (Can program design changes be completed and monitored in time to determine the source of observations and to make collections within the duration of the ensuing cycle?)

2. Positive Evaluation--When positive, or predominantly positive, judgments are reached during a cycle of evaluation, the ensuing cycle is defined primarily by objectives and activities associated with the next higher stage of evaluation.

The Procedures of Evaluation

Guidelines for sequence and cycling define the focus of evaluation. Equally important in the Pittsburgh Evaluation Model are the procedures for implementing these guidelines. The procedures currently employed for making and reporting the specified observations and judgments are described below. For the most part, these apply for Stage I evaluation (project development activity is presently focused on Stage II procedures), although their potential for use in subsequent stages is apparent. The premises of maximum participation of program personnel and nondirectiveness on the part of evaluation personnel have played a prominent role in defining the evaluation procedures herein described.

The Program Definition Meeting: Rationale

At the start of evaluation, Title I programs are ill-defined and poorly communicated. Lack of agreement on program objectives is reflected in the distinctiveness of the goal descriptions from different sources. Typically, at least three distinct sets of goals are presented: one set by the project proposal; a second set by program leaders; the third and additional sets of goals, by implication, in the field operation of the program. Deficiencies of program design are evidenced in lack of specificity regarding the antecedent conditions and procedures for reaching objectives and in the vagueness of the objectives themselves.

Whereas the confusion of goals and deficiencies of design suggest the emphasis for evaluation in the initial stages, they also represent a substantial procedural barrier: whose objectives and whose definition of the program do we evaluate?

The solution is provided by the Program Definition Meeting, a procedure of structured group interview for eliciting and recording the public consensus of the entire program staff (or a representative sample) on questions relative to program dimensions. This procedure encourages maximum participation of program personnel in the process of deriving a baseline, or working definition, of the program. The product of this meeting--the working definition--reflects many of the divergent views held by program staff, while at the same time it is largely shaped by the thinking of program leaders whose influence may act as a stimulus for internalization. Thus, it is a convenient focus for program development activity aimed at modifying and internalizing program goals.

The Program Definition Meeting: Description

A. Purpose

1. To generate a definition of the program which
    a. Is as complete as possible in terms of the Pittsburgh Taxonomy of Program Dimensions (See Figure I)
    b. Reflects divergent opinion within the program staff
2. To encourage communication between levels and within levels of program staff and to increase knowledge about the program
3. To encourage acceptance of the value of evaluation
4. To maintain a nondirective role for evaluation staff

B. Participants

1. Program staff
    a. When possible, the entire program staff, including the chief program administrator and his superior in the administrative ranks, is invited to the meetings.

b. When participation of total staff is not possible, a stratified sample of staff is invited. Variables taken into account are those which relate to variability of program goals such as (1) length of service in the program, in the school, and in the profession; (2) the size of the school; (3) socio-economic characteristics of the school; and (4) function in the program.

2. Program staff participants enter the meeting with varying degrees of interest in and knowledge about the program. Many, especially at higher levels, are apprehensive about the effects of evaluation. Many at lower levels are reluctant to express divergent opinion in the presence of program leaders.

3. Evaluation Staff

   a. Discussion leaders: Members of the field research staff with leadership experience and/or training in theory of group process and in techniques of discussion leadership play a major role in the definition meeting. These leaders are briefed one or two days before the meeting by the program evaluator.

   b. Status leaders: The Director of Research and/or the Coordinator of Evaluation are present at the meeting.

c. Program evaluator: The member of the evaluation staff with major responsibility for evaluation of the program is involved before, during, and after the meeting.

C. Other Resources

1. A large meeting room with space and facilities for subdivision of the participants into a series of small (maximum of 10 participants) discussion groups is used. The maximum number of small groups accommodated is six. Thus, the total number of participants per meeting is limited to 60.

2. One half-day is the limit of time available to members of the instructional staff for participation in the Program Definition Meeting. Definition meetings adapted to this constraint are conducted for a three-hour morning or afternoon session.

D. The Process

1. Planning and coordinating the meeting is the responsibility of the program evaluator. Prior to the meeting he completes the following plans and preparations:

a. Arrangement of details of date, time, and location of meeting and selection and inviting of participants. In all of these activities the program evaluator works closely with the program administrator or other program leader.

b. Preparation and distribution of the discussion agenda. Dimensions of the program as specified in the Taxonomy of Program Dimensions are interpreted to program personnel in the form of questions about their program. The program evaluator phrases these questions in terms familiar to program personnel. Copies of the discussion agenda, or interview schedule, are distributed to the participants in advance of the meeting.

c. Assignment of participants and discussion leaders to groups. Specific assignment of participants serves several purposes:

(1) To represent within each group those variables--function, attitudes, status, length of experience, physical location--which relate to variability in program goals

(2) To set the stage for maximum input by each individual in the group through strategic placement of authority figures and prevention of interpersonal status barriers

(3) To limit the size of groups to a maximum of ten members each

d. Briefing of discussion leaders. At least one day before the meeting, the program evaluator conducts a briefing for discussion leaders during which the following kinds of information are presented:

(1) History of the program's development and implementation

(2) Rationale and general description of the program

(3) History of evaluation of the program

(4) Interpretation of the interview schedule

(5) Composition of individual discussion groups, including identification of variables relevant to the discussion process known by the evaluator to be present within the groups--role or value conflicts, status sensitivities, attitudes of program personnel, etc.

(6) Details of physical arrangements, time allocation, and other administrative matters

2. The meeting is opened by status leaders. Leaders from outside the evaluation staff are encouraged to make opening remarks and to lend their support to the goals of the meeting. The status leader representing the evaluation staff explains the nature and purpose of the meeting, including its place in the evaluation process, and stresses the value and importance of individual contributions in the process of program definition. No more than fifteen minutes is devoted to this part of the program.

3. The participants are assigned to small groups for the interviewing. The discussion leader for each group explains again the purpose of the group session and the details of produre:
    a. He stresses the equality of participants in the process and the value of every contribution.
    b. He describes the method of circular response, the procedure for reaching the goal of equal and/or maximum individual participation.
    c. The leader may use a technique such as introduction of individual group members as a means of establishing a favorable climate for the work of the group.
4. The discussion leader uses the interview schedule and the method of circular response to interview the group. The leader continually interprets, feeds back, and summarizes the responses of participants in order to record group consensus for each question. When consensus is not possible, division of opinion is recorded. (The leader may appoint a recorder to supplement his own note-taking.) The interview continues for two hours or more.
5. The program evaluator monitors the discussion groups and decides when the group interview session can be terminated.

At his signal, participants reconvene as a unified group for concluding statements by the program evaluator or the status leader. The leader describes the use to be made of the group interview data and promises feedback to the participants in the form of a formal definition of the program.

6. The program evaluator conducts a post-meeting session of group leaders for discussion and analysis of the interview processes and the resulting products. The evaluator gains insights which help him in the analysis and synthesis of the group interview data and the preparation of a formal definition of the program.
7. The evaluator prepares a formal definition of the program which is then distributed to all participants or to all members of the program staff.

Stage I Panel Meeting: Rationale

A danger inherent in judgmental evaluation is subjectivity in the choice and application of judgment criteria. Alternatives for either avoiding or mitigating the effects of this danger are (1) to confine evaluation to information gathering without judgment, or (2) to employ only criteria identified by the interested parties. The Pittsburgh Evaluation Model rejects these alternatives as inefficient for the purpose of stimulating program improvement.

To preserve the judgmental function of evaluation while minimizing the inherent danger, the Pittsburgh Model relies on two strategies. First, evaluation criteria are predetermined, universally applicable (that is, applicable to all programs evaluated), and external to the individuals responsible for applying them. Secondly, on the presumption of greater safety in numbers, the model employs the panel meeting as the procedure for making evaluation judgments.

Stage I Panel Meeting: Description

A. Purpose

1. To make judgments of the program definition by applying the Stage I criteria
2. To encourage acceptance and use of findings by program decision makers
3. To maintain a nondirective role for evaluation staff

B. Participants--Members of the Panel

1. The program administrator, who may enter the panel meeting somewhat apprehensive about the role and effects of evaluation
2. The program evaluator, the member of the evaluation staff with major responsibility for evaluation of the program who is involved before, during, and after the meeting
3. A consultant employed by the evaluation staff who is a content

specialist in the area of the program's major emphasis

4. A resource person from the evaluation staff who is technically competent in matters of instructional objectives and program design
5. A status leader from the evaluation staff, usually the Coordinator of Evaluation

C. Other Resources

1. Facilities and Equipment

   The desired atmosphere is best achieved in a small, comfortable room containing a round table with capacity for seating five persons. A tape recorder operates throughout the meeting to record the deliberations and findings of the panel for subsequent analysis.

2. Materials

   Before the meeting, copies of the Program Definition, product of the Program Definition Meeting, and the Taxonomy of Program Dimensions (See Figure II) are sent to each participant. The program administrator and the consultant are given, in addition, materials which describe the purposes and procedures of the panel meeting (See Figure V, Guidelines for Stage I Judgments). During the meeting, the panel moderator is guided by these procedures and by the Criteria for Stage I Evaluation Judgments (See Figure VI).

1. Judgments of the Program Definition will be made by a panel consisting of the program evaluator, the program director, one consultant employed by the Office of Research, and one resource person from the Office of Research, with the Coordinator of Evaluation acting as moderator.

2. The criteria and standards to be applied are as follows:

	Criterion	Standard
a.	Comprehensiveness of the Program Definition	Taxonomy of Program Dimensions
b.	Face validity (internal consistency) of the Program Definition	Consultant employed by evaluation staff
c.	Compatibility of defined program with program environment	Values implicit in opinions of field staff

3. The Program Definition and Taxonomy of Program Dimensions are supplied to panel members in advance of the panel meeting. Field observations are reported by the evaluator at the meeting of the panel.

4. In the event that the panel does not agree in making any one judgment, the following rules are to be applied by the moderator:

   a. The evaluator must be responsible for judgments based on criterion "a" above.

   b. The consultant and the resource person from the Office of Research must be responsible for judgments based on criterion "b" above.

   c. The program director and evaluator must be responsible for judgments based on criterion "c" above.

5. A detailed record of the judgments of the panel is to be kept by the evaluator and used as the basis for a Stage I evaluation report to the program staff.

Figure V
Guidelines for Stage I Judgments

Program Definitions are weighed with the three following criteria in mind: (1) comprehensiveness, (2) face validity, and (3) compatibility.

Comprehensiveness

The basic questions here are (1) "Is there specific program information for each dimension in the taxonomy?" (Gaps should be indicated.); and (2) "Are program dimensions spelled out in acceptable form, i.e., are objectives stated in terms which describe behavior, conditions, and standards or criteria?"

Face Validity

Here the internal consistency of the definition is examined through consideration of the following questions:

1. Do the terminal objectives tell what the student does to signify success in the program?
2. Are the terminal objectives clearly related to day-to-day activities of the program?
3. Are the enabling objectives clearly related to the terminal objectives?
4. Are the entering behaviors consistent with the selection criteria?
5. Are the entering behaviors linked to the program's objectives?
6. Are the media clearly related to activities? Are they sufficient for the essential activities?
7. Are the activities related to the objectives? Is there at least one activity for each objective?
8. Are time resources realistically related to the objectives? Is there sufficient time for each specified activity?
9. Are staff qualifications and characteristics adequate for the functions defined? If not, are in-service activities spelled out to make them adequate?
10. Are all functions necessary to serve the objectives included?
11. Are the functions for each group clearly related to program objectives?

Figure VI
Criteria for Stage 1 Evaluation Judgments

12. Are staff duties clearly related to staff functions?

13. Are staff duties clearly defined?

14. Are there duties for each function?

15. Are intra-staff activities adequate for support of program operation or program objectives?

16. Are communications channels outside the program related to support needs?

Compatibility

In measuring the program's compatibility, the question to be answered is: "Is this program consistent with other programs and with the entire school system?" The basic Stage I interview questions can help determine the external consistency of the program.

1. Is sufficient time available for student participation in the program? What activity does the student give up in order to participate in the program? Does this reallocation of student time result in sacrifice of other objectives of the school program? Does it have an effect on the operation and/or goal attainment of this program?

2. Is sufficient time available for participation by the program staff and cooperating personnel? What activities do staff or cooperating nonprogram personnel sacrifice in order to participate in the program? Does this reallocation of their time result in a sacrifice of other objectives of the school program? How does it affect this program?

3. Are facilities and media now available to the program? If not, have plans been made to provide them? Is allocation of facilities and/or media to this program resulting in sacrifice of other objectives of the school program? Is this program affected by the manner in which facilities and media are allocated?

4. Are the gains for students anticipated by this program equal to, less than, or greater than possible sacrifices in other educational objectives of the school program?

5. In general, what is the effect of this program on the environment in which it operates? What is the effect of the environment upon the program?

Figure VI
Criteria for Stage I Evaluation Judgments (contd.)

D. The Process

1. Planning and arranging the meeting is the responsibility of the program evaluator. Prior to the meeting, he completes the following plans and preparations:

   a. Arrangement of details of date, time, and location of meeting and selection and inviting of participants. In choosing the consultant for the panel meeting, the evaluator confers with the Coordinator of Evaluation. Three considerations influence the choice of the consultant:

      (1) Preparation in the discipline or field of study related to the program's major emphasis

      (2) Personal capacity for a productive relationship with program leaders

      (3) Opportunity for a continuing relationship with program leaders, as affected by factors such as permanence of professional or vocational ties

   b. Preparation of participants before the meeting. At least one day in advance, the evaluator distributes the materials of the meeting and explains its purposes and procedures and the roles of participants to the consultant and to the program administrator. In communicating with the program administrator, he stresses the sharing of responsibility for evaluation judgments.

2. The meeting is opened by the status leader from the evaluation staff, who keynotes the discussion as shared responsiblilty on the part of evaluation staff, program staff, and the consultant for evaluative analysis of the program definition.
3. The status leader acts as moderator for the panel proceedings.
   a. He raises questions relative to the comprehensiveness of the program definition (see Figure VI). In the event of disagreement among the members of the panel on any one question, the moderator invokes the judgment of the program evaluator.
   b. He raises questions relative to the face validity of the program definition (see Figure VI). In the event of disagreement among the members of the panel on any one question, the moderator invokes the combined judgment of the consultant and the resource person from the evaluation staff.
   c. He calls upon the program evaluator to present the results of the Stage I field interviews. He asks for the panel's judgment of program compatibility. In the event of disagreement among the members of the panel, the moderator invokes the combined judgment of the program administrator and the program evaluator.
4. The program evaluator uses the tape recording of panel

proceedings to prepare a comprehensive outline of panel findings, relating them, item by item, to specific parts of the program definition. These findings are the culmination of Stage I evaluation and form the basis for the Stage I Evaluation Report.

5. The evaluator prepares a report of Stage I evaluation which is then distributed by the Office of Research to all members of the program staff.

Feedback: Rationale

The function of evaluation in program development and program assessment under the Pittsburgh Model is to provide both judgmental and objective information about the program for use by program decision makers. It is important that this feedback be given in a manner which encourages both the acceptance of evaluation and the use of evaluation findings for program development. Some of the guidelines which shape the form, focus, timing, and frequency of feedback are as follows:

1. Feedback is always given in a context which provides interpretation of evaluation functions and activities.
2. Feedback is given as promptly after each act of evaluation (each set of observations or judgments) as is consistent with care and accuracy of data handling. It is given in oral form

while written reports are in preparation.

3. The courtesy of a preview of each written report, before it is issued, is extended to the program administrator.
4. For every program, written evaluation reports are issued to all individuals identified as program staff or as resource personnel essential to the program.
5. In written reports, evaluation findings are presented as judgments with implications for action.
6. Interview data is returned to respondents in written form, for preview as well as for verification, before it is used for evaluation purposes.
7. Relevant feedback is given to all adult individuals within the system, whether or not on program staff, who have contributed to evaluation as subjects of observation or participants in evaluation activity.

Feedback: Description

Informal. The evaluator interacts almost continuously with program staff, both administrative and field personnel, the degree of interaction being determined both by the size and scope of the field to be covered and by the number of scheduled activities. Program activities such as in-service training meetings and group planning sessions, as well as the evaluation activities described in earlier parts of this paper, provide opportunity for informal contacts. Between scheduled activities, the evaluator visits the field operations making personal contacts with individual members of the field staff.

During these visits the evaluator seizes every opportunity for communicating recent evaluation findings and observes and records the reactions of program staff. He is systematic in directing feedback to those individuals who have given time and effort for evaluation. His contacts are most frequent with the program administrator to whom he reports not only the results of evaluation, but also the reactions of field personnel.

Formal. Feedback of this type is provided by the documents described below:

1. Evaluation Reports--At the end of each cycle of evaluation for each program, a written report is issued, with evaluation judgments and any implications for program change activity made clear. The report includes the data on which judgments are based. One section is devoted to an explanation of the nature and purpose of evaluation for the cycle. Since evaluation cycles are not tied to a specific time schedule, evaluation reports may be written as often as several times during a given school year.

2. The Annual Report--The annual report for each program satisfies the requirements of the state and federal agencies responsible

under the Elementary and Secondary Education Act of 1965 for the evaluation of Title I projects. In response to the needs and wishes of these agencies the report includes program assessment, whether or not such assessment is consistent with the evaluation model. (In anticipation of the annual evaluation report, product data is collected concurrently with process data during the school year.) In addition, the report includes a review of all evaluation activity and findings of the previous year, thus providing a view of the individual cycle evaluations as links in the spiral of program development.

3. Monthly Newsletter--As an additional means of insuring continuous feedback to all program staffs, the evaluation staff plans to institute a monthly evaluation newsletter for all personnel involved in Title I programs. The newsletter will describe (1) plans for evaluation as they evolve for each program; (2) current evaluation activities such as program definition or redefinition meetings, panel meetings, instrument development work, data collection, etc; and (3) evaluation findings. One anticipated benefit of the newsletter is the enriching of the concept of evaluation held by field personnel.

The Problems Inventory: Rationale

In Stage II, evaluation looks for lack of congruence between the defined program and the operating program. In thus leading the way to improved communications within the program staff and/or to program redefinition, evaluation functions for program development. However, a hazard to efficiency in stimulating program change activity is present in the number and range of dimensions for each program and in the current scarcity of instruments for measuring antecedent and process dimensions. For a given cycle of evaluation, thoroughness in seeking out incongruence for every program dimension can be achieved only at the cost of delay in pointing the direction of program improvement. To maximize the benefits of rapid program recycling, evaluation strategy for Stage II relies on selectiveness which is supported by a means for cultivating sensitivity to areas of probable incongruence. The problems inventory is a set of cues which facilitates the assigning of priorities for Stage II observations.

The Problems Inventory: Description

The problems inventory is developed at any convenient gathering of the program staff, or a representative sample of the staff. (Usually time is set aside for developing the problems inventory near the end of a program definition meeting). The inventory is made up of staff responses to a question such as "What single problem in the conduct of your program is most threatening to the objectives of the program?" When conditions permit, small group discussions are used to evolve a ranking for the items on the inventory.

Other Procedures

Project activity currently is aimed toward developing procedures to implement evaluation in Stage II and subsequent stages and, in addition, to facilitate evaluation staff--program staff communication and collaboration across all stages of evaluation. Specifically, procedures are being designed for:

(1) support of program staff activity for refining statements of objectives and the internal structure of program design;

(2) using field personnel for instrument development;

(3) imparting to program personnel a deeper understanding of the evaluation function and of the value to both evaluation staff and program staff of frequent interaction and open channels of communication.

1. COMMUNICATION SKILLS PROGRAM

1. COMMUNICATION SKILLS PROGRAM

Introduction

History of the Program

By the time most children from poverty neighborhoods enter junior high school, their ability to read is behind that of their more advantaged peers. Pennsylvania has had since 1958 a mandated program for the teaching of reading two-or three-times a week in grades 7 and 8. However, few English teachers are adequately trained in reading instruction, and few are able to teach at a level below their regularly assigned grade. It was for these reasons that a developmental reading program was established in the Pittsburgh Public Schools as part of the Communication Skills Program.

The program began in February 1966 when reading teachers were recruited and placed in grades 7 and 8 at Fifth Avenue, Gladstone, Knoxville, Langley, Latimer, Oliver, Perry, South, and Westinghouse schools. In September 1966 Conroy and Herron Hill junior high schools and McNaugher Elementary School were added to the program.

Most of the specially recruited teachers for the program had no experience in teaching reading and little teaching experience of any kind. Consequently, the program provides intensive in-service training and close on-the-job supervision. Monthly Saturday morning in-service meetings continue throughout the school year.

The first in-service training program, conducted by program personnel, was offered in February 1966 and consisted of a total of 108 hours of which 54 were devoted to lectures, discussion, and panels; 21.5 to instruction and practice in testing; 15.5 to observation in schools; 12 to use of instructional materials; and 5 to use of equipment. These training programs were again held for four weeks in August 1966 and for two weeks in August 1967.

In June 1966 a contract six week course in the teaching of reading at the secondary level was given by the University of Pittsburgh's Reading and Language Arts Division at the suggestion of program staff and jointly planned by them and University personnel. Thirty-five reading teachers from the Pittsburgh Public Schools attended. This course was again offered in the summer of 1967, but because of a lack of funds the program was not able to send any of its new reading teachers. The course was then opened to all interested teachers, making it a landmark in curriculum offered to secondary teachers.

Under Ford funding the Communication Skills Office is concerned with the training of regular English teachers in the techniques of reading. They have instructed tenth-grade English teachers in the implementation of a modified reading program to be given during the first six weeks of their regular English classes. The 1967 in-service workshop included in addition to reading teachers a group of ninth grade English teachers who were instructed in the techniques of teaching reading.

The 1966 evaluation of the program was a comparison of a sample of 150 pre- and post-test scores on the Durrell-Sullivan (Parts I and II); Iowa Silent Reading Tests (Rate, Comprehension, Directed Reading, Word Meaning, Paragraph Comprehension, Sentence Meaning, Alphabet Word Classification, Index Location of Information); and Gates Reading Survey (Speed of Reading, Reading Vocabulary, and Level of Comprehension). Scores rose on all but three Iowa Silent Reading Tests--Word Meaning, Comprehension, and Paragraph Comprehension. It was felt that the use of a control group would make it possible to determine how much of the positive change in pre- and post-test scores was the result of program intervention. Thus, the current evaluation contains data from two control schools to contrast with that from schools in which the program is operating.

Description of The Program

The definition meeting for the Communication Skills Program was held at the Administration Building on April 15, 1967. Ten teachers, one reading specialist, one principal, and two assistant directors met in two discussion groups led by Office of Research personnel. These groups discussed questions drawn up by the Office of Research to elicit specific information about the program (see Appendix A for the Group Interview Schedule). The director of the program divided his time between the two discussion groups, each of which contained equal numbers of shared-time and non-shared-time teachers. The product of this meeting was a formal definition of the program compiled and issued by the Office of Research and mailed to all members of the staff on May 18, 1967. A copy of that definition is presented on the following pages to provide a complete description of the program.

Communication Skills Program Definition

OUTCOMES

I. Major Objectives--changes expected to occur in program participants as a result of the program. There are two types of major objectives.

A. Terminal Objectives--behaviors exhibited by participants at the end of the program which demonstrate successful completion of the program

As a result of the Communication Skills Program, it is expected that the student will demonstrate the following behaviors:

1. Increased comprehension and reading skill at or above his own grade level by the end of the eighth grade

2. Improved ability to communicate effectively with other individuals

3. Improved ability to express himself using all communication tools and skills

4. Development of a more critical attitude toward written material

5. Voluntary reading

B. Ultimate Objectives--the long range goals of the program. These are objectives to which the program hopefully contributes, but for which it does not have sole responsibility.

The ultimate objectives of the Communication Skills Program are the following:

1. Improved study habits

2. Improvement in specific subject matter areas

3. Increased ability to use the library resulting from the use of programmed materials in the reading laboratory

4. Extension of critical attitudes to other communications media such as television

5. Interest in reading as a leisure activity

6. General academic improvement

II. Enabling Objectives--the skills, attitudes, and information which students must acquire during the program to insure the accomplishment of the major objectives

No enabling objectives were indicated for the Communication Skills Program.

III. Other Benefits--benefits expected to accrue to other than program participants as a result of the program

The Communication Skills Program is expected to result in the following:

A. A reduction in the number of high school dropouts

B. A rise in the educational level of the entire community

C. An improved community because residents are more qualified for employment

D. An increased incentive to colleges and universities to supply well-trained teachers for reading courses in the middle school

E. An improvement in the skills of English teachers at the middle school level through in-service training in the methods of reading instruction

IV. Criteria for Successful Completion of or Removal from the Program

As a result of the Communication Skills Program, the student will show improvement on tests of reading skills. (Thus far the program has been unable to say how much improvement the student must show from pretest to posttest, but as the program continues more definite standards may be set.)

ANTECEDENTS

I. Participants

A. Selection Characteristics--the criteria that are used to determine who shall participate in the program

The Communication Skills Program includes seventh- and eighth-grade students from schools in neighborhoods designated poverty areas by the Mayor's Committee on Human Resources. In some schools the students in the Scholars' Program are exempt from the Communication Skills Program.

B. Entering Behaviors--characteristics of participants (other than selection characteristics) which are related to performance in the program

Since all students from the seventh and eighth grades are included, it is difficult to make any generalizations about entering behaviors. The students vary considerably with regard to I. Q., reading level, and other characteristics.

II. Staff--qualifications with respect to specific positions

Staff Member	Professional Qualifications	Personal Qualifications
Reading Specialist (2)		
Teacher (61)	1. A valid teaching certificate (preferably in English, but may be in a related subject) 2. Teaching experience	1. A devotion to reading as an indispensable skill and a worthwhile leisure activity 2. Patience 3. Understanding 4. Empathy with children

Staff Member	Professional Qualifications	Personal Qualifications
Teacher (61)		5. Willingness and ability to learn and use new methods

III. Support

A. Administrative Support--administrative personnel who cooperate in carrying out the program

Since this program began in mid-year, the scheduling of pupils and the arrangements for classroom space made by the principal of each school were extremely important in setting up the program.

B. Human Resources--non-administrative and non-staff personnel whose contributions and cooperation are necessary to the operation of the program

No persons were mentioned as human resources for the Communication Skills Program.

C. Media--the materials, supplies, and equipment required for program activities

The media which the Communication Skills teacher uses for the program are the following:

1. **Storybooks, reading workbooks, and controlled readers**
2. **Programmed materials for social studies, science, and the use of the library**
3. **Library materials for all grade levels**
4. **Word games, picture cards, and alphabets**
5. **Reading tests**
6. **Hand tachistoscopes**
7. **Typewriters, ditto machines, and duplicators**

8. Record players

9. Film projectors and screens

10. Tape recorders and listening posts

11. Materials with which to make teaching tapes and flash cards

12. Stopwatches

13. Overhead projectors

D. Facilities

Those facilities necessary for the effective functioning of the Communication Skills Program are the following:

1. Permanent rooms to house the variety of equipment and supplies needed for the program

2. Cabinets, bookcases, and carts

3. Teachers' desks and chairs

4. Student chairs

5. Typewriter tables

IV. Time Constraints

The length of the program is one semester or one year, depending on the school. In some schools, reading may alternate with another subject. For example, the student may take reading one semester and science the next.

Students participate for one period (45 minutes) each day, five days a week. (Initially, some schools tried having reading on Monday and Tuesday and science on Wednesday, Thursday, and Friday, but this was dropped as being totally ineffective.)

PROCESS

I. Participant Activities--the day-to-day program activities that will ultimately lead to the achievement of objectives

All activities are designed to meet individual needs and to develop the habit of reading by means of a sequence of successive learning exercises.

As a part of the Communication Skills Program, the student will participate in the following activities:

A. Take exams in order to establish his reading level and identify any reading problems

B. Work independently and in small groups with controlled readers and programmed materials, keeping his own progress records and consulting periodically with the teacher regarding his progress

C. Work independently on programmed material in social studies, science, and library skills

D. Develop listening skills by reading aloud and listening to stories on tape

E. Discuss material, thereby adding another dimension to the development of communication skills

F. Compete in word games in small groups in order to build vocabulary

G. Work in small groups with the teacher on structural analysis, phonics, and dictionary skills

H. Work in small groups on other school subjects. With social studies, for example, students might practice special study skills such as outlining, reading maps and graphs, and using the actual social studies textbook.

I. Take field trips which serve as a basis for class discussion and for pursuing related readings

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II. Staff Functions and Activities

A. Staff Functions and Duties with Respect to Specific Positions

Staff Members	Functions	Duties
Reading specialist		
Reading teacher	Implements program at each individual school	a. Tests and diagnoses reading problems and refers those that are very serious to the Reading Clinic b. Provides individual guidance and plans group activities c. Teaches reading d. Maintains a progress folder for each student e. Makes up teaching materials such as tapes and flash cards f. Keeps abreast of new materials and techniques in the field

B. Intra-staff Communication and Coordination

1. In-service workshops conducted by the director and assistants for a month in the summer
2. Orientation for new teachers to explain the aims, the objectives, and the methods of the program
3. A half-day workshop one Saturday each month
4. Personal visits by the director and his assistants about twice a month
5. Mailed materials such as bulletins and notices
6. Telephone calls as needed

C. Communication Between Program Staff and Others

1. Team meetings
2. Outside speakers and consultants
3. Contact with ninth grade teachers to give them the results of work with students in seventh and eighth grades

Stage I Evaluation

Statement of the Problem

The problem of evaluation was to judge the definition of the program with respect to its comprehensiveness, its face validity, and its compatibility with the program environment.

Method

To assess the program's compatibility, a series of questions were devised (See Appendix B) which related to the use of student time, staff time, and facilities and media and which were worded so as to encourage interviewees to make judgments about the compatibility or incompatibility of the program with the total system.

Most of the interviews were conducted face-to-face with teachers and school administrative personnel. A few were conducted by telephone. At least one person was contacted at each of the twelve schools in which the program operated in the 1966-1967 school year. The personnel interviewed included seven principals, four counselors, and 36 of the 61 developmental reading teachers.

In addition, open-ended interviews were carried out with science, English, and social studies teachers in one participating elementary school and one participating junior high. The purpose of these interviews was to obtain a set of opinions on the program from nonprogram staff, to contrast these with the opinions expressed by the developmental reading teachers, and to detect any conflict the program might be causing or experiencing in the school. End of school testing and a lack of time on the part of the research staff prohibited such interviews at the junior-senior high level.

To judge the comprehensiveness and face validity of the program definition, a Stage I panel meeting was held on June 8, 1967. Present at this meeting were the program director, the program evaluator, a research assistant from the Office of Research, the Coordinator of Evaluation, and a consultant employed by the evaluation staff. The consultant received the Bachelor's and Master's degrees from the University of Pittsburgh in the fields of educational research and educational psychology and is presently completing requirements for the PhD. He has Pennsylvania Certification for Secondary Schools in the fields of English, social studies, general science, and guidance counseling and two years of teaching experience in English. He is an adjunct lecturer in educational communication in the School of Education, University of Pittsburgh and an associate research scientist in the Institute for Instructional Research and Technology of the American Institutes for Research.

Results

The responses of interviewees to questions about program compatibility are given in the following pages.

RESPONSES OF INTERVIEWEES

Question 1

How much time per week do students of grades seven and eight spend in Communication Skills (Developmental Reading)?

Responses by Schools

A. Five periods/week; a full year in seventh and eighth grades
B. Five periods/week; one semester in seventh, one in eighth grade
C. Five periods/week; a full year in seventh and eighth grades
D. Five periods/week; a full year in seventh and eighth grades
E. Five periods/week; one semester in seventh, one in eighth grade
F. Five periods/week; a full year in seventh and eighth grades
G. Five periods/week; one semester in seventh, one in eighth grade
H. Three periods/week
I. Five periods/week; a full year in seventh and eighth grades
J. Five periods/week; a full year in eighth (this school has only eighth grade)
K. Five periods; one semester in seventh, one in eighth grade
L. Five periods/week; a full year in seventh and eighth grades

Question 2

Are there some students who do not take this program?

Responses by Schools

A. Special education students do not take it. Better students may have only one semester.
B. Everyone including Scholars has one semester.
C. No one is exempt from the program.
D. Some special education students do not take the class since there are not enough teachers.
E. Scholars do not take it. There is not enough room for all the special education students.
F. Everyone in seventh grade takes it. Scholars (eighth grade) take it part time.

G. Special education students have their own reading program. Scholars (eighth grade) do not take it.
H. Scholars do not take reading.
I. Special education students are not included.
J. Scholars have reading one semester with an English teacher.
K. No Response
L. Scholars are exempt.

Question 3

What activity does the student give up in order to participate in Communication Skills (Developmental Reading)?

Responses by Schools

A. Home economics and shop
B. One semester of science
C. Homeroom and study hall
D. Art, music, and gym
E. One semester of science
F. Study hall and/or gym
G. One semester of science
H. Art and music
I. Study hall
J. Study hall, art or music
K. One semester of science
L. Art and music

Question 4

Is the program fully staffed? Have you had any staffing problems?

Responses by Schools

A. Yes
B. One teacher started in February and did not have the training.
C. Yes
D. No. Two or three more teachers are needed.
E. Yes. Being temporary is very bad as the staff lacks cohesiveness. The program needs a coordinator.
F. Yes

G. Yes. A team leader is needed.
H. No. We now have one teacher for 450 students. At least four more are needed.
I. Yes
J. No. Another teacher is needed to handle all the eighth graders.
K. Yes
L. Yes. The youth of the reading staff creates problems with the other teachers.

Question 5

Are facilities and media now available to this program?

Responses by Schools

A. More classroom space is needed. There are two to three teachers per room.
B. Space is a big problem. Four teachers now share one room with impermanent partitions. The materials are good.
C. All the teachers have "floating" assignments.
D. Yes. Each person now has his own room.
E. Access to stored media creates problems of utilization.
F. Now that they have demountables there is no space problem. The media are fine.
G. A permanent room is available. The materials are more than adequate.
H. Having a "floating" assignment is inconvenient.
I. Only one teacher has a permanent room, the other has a "floating" assignment.
J. Space is a problem and the media are good.
K. A permanent room is available.
L. Not all the teachers have permanent rooms. There are plenty of materials.

Question 6

In general, what is the reaction of other classroom teachers to what you are trying to do in Communication Skills?

Responses by Schools

A. Favorable and cooperative

B. Generally, they think it is a good idea, but they don't always understand what is going on.
C. Everyone felt this was necessary and not just through the English classes.
D. Some resistance was encountered. Teachers expected students to read at grade level quickly.
E. Improvement in reading helps all teachers.
F. They see the need. Many are skeptical but do see changes in students.
G. Favorable. However, some expect improvement immediately.
H. Some complained of what they felt were lighter duties of reading teachers.
I. There was some hostility at first. The need is, however, recognized.
J. Generally positive. Some sniping when they don't understand it.
K. Good rapport existed with subject matter teachers.
L. Other teachers resent the reading teacher, as they feel that he is not thoroughly trained for the job and has trouble handling the students. Half-time people are very independent. /I feel at this school there are real communication problems between reading teachers and administrative staff./

Question 7

What is the reaction of parents to the program?

Responses by Schools

A. They are pleased as they realize that students can't read the textbooks.
B. If parents do react it is favorable.
C. They accept it as a scheduled program at this school.
D. Generally favorable. They want to know why we don't have it in ninth grade.
E. At Open House the reaction was very favorable.
F. There was not much feedback. Some parents thought this was a class of "dummies."
G. Not many parents react. Those at Open House were in favor of the program.
H. No parental reaction was received.
I. Not too much parental concern is expressed at this school.

J. PTA members were pleased with the program. Reaction at Open House was favorable.
K. Parents are generally uncommunicative.
L. Parents see the need for the program. Response was favorable in the few cases where it was received. Some parents not too happy with results.

Question 8

How important would you consider the program?

Responses by Schools

A. It is basic and very important. Some gains are seen on the Metropolitan.
B. Vital. Wish we could have it a full year. I don't feel it can all be seen through measurement.
C. I felt this program was better than tying in reading with English. Students need the special help.
D. This school badly needs it but also needs assurance the program is stable.
E. Extremely important. It should be started at a lower grade.
F. Very important. Though they show improvement, students are still behind. We need it beyond eighth grade too.
G. It is highly important since students can't learn other subjects without reading.
H. (No response)
I. All for the good
J. Essential
K. Extremely important
L. It is the most important program in the school. If they can't read they can't do anything. Some conflict exists in the school over the methods used and expected results.

Findings of the panel relative to comprehensiveness and face validity are presented in the following pages in a format which relates them, item by item, to specific parts of the taxonomy and of the program definition.

PROJECT COMMUNICATION SKILLS

Page 1

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy OUTCOMES

Specific Dimensions	Program Definition	Judgments
OUTCOMES		
I. Major Objectives--changes expected to occur in program participants as a result of the program. There are two types of major objectives.		
A. Terminal Objectives--behaviors exhibited by participants at the end of the program which demonstrate successful completion of the program	As a result of the Communication Skills Program, it is expected that the student will demonstrate the following behaviors:	
	1. Increased comprehension and reading skill at or above his own grade level by the end of the eighth grade	This could better be phrased as "at ability level" rather than "at or above his own grade level." There may be a problem in devising a measure. Perhaps it could be stated as the difference between entering and terminal behaviors to demonstrate that the program does effect change.

PROJECT COMMUNICATION SKILLS

Page 2

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy OUTCOMES

Specific Dimensions	Program Definition	Judgments
	2. Improved ability to communicate effectively with other individuals	At the moment this is a reading program and not a communication skills program.
	3. Improved ability to express himself using all communication tools and skills	
	4. Development of a more critical attitude toward written material	How is this to be demonstrated? What is critical reading? Could each teacher in this program compose a list of characteristics indicating the development of a critical attitude to be used as a set of evaluation criteria?
	5. Voluntary reading	How can student attitudes or interest in voluntary reading be measured? What is the relationship between the skill objective and voluntary reading?

PROJECT COMMUNICATION SKILLS

Page 3

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy OUTCOMES

Specific Dimensions	Program Definition	Judgments
B. Ultimate Objectives--the long range goals of the program. These are objectives to which the program hopefully contributes, but for which it does not have sole responsibility.	The ultimate objectives of the Communication Skills Program are the following:	
	1. Improved study habits	
	2. Improvement in specific subject matter areas	What evidence shall we use to show that this objective has been achieved?
	3. Increased ability to use the library resulting from the use of programmed materials in the reading laboratory	Does this conflict with what librarians do in teaching the use of the library?
	4. Extension of critical attitudes to other communications media such as television	In view of what was said about this being a reading program, rather than a communication skills program, number 4 is unnecessary.
	5. Interest in reading as a leisure activity	Number 5 is a repetition of the fifth terminal objective.
	6. General academic improvement	

PROJECT COMMUNICATION SKILLS

Page 4

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy OUTCOMES

Specific Dimensions	Program Definition	Judgments
II. Enabling Objectives--the skills, attitudes, and information which students must acquire during the program to insure the accomplishment of the major objectives	No enabling objectives were indicated for the Communication Skills Program.	The following are examples of enabling objectives for the program: 1. Movement from inadequate to adequate sight vocabulary 2. Movement from inadequate to adequate word attack 3. Movement from inadequate to adequate ability to make inferences

PROJECT COMMUNICATION SKILLS

Page 5

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy OUTCOMES

Specific Dimensions	Program Definition	Judgments
III. Other Benefits--benefits expected to accrue to other than program participants as a result of the program	The Communication Skills Program is expected to result in the following:	
	A. A reduction in the number of high school dropouts	This is an ultimate objective.
	B. A rise in the educational level of the entire community	
	C. An improved community because residents are more qualified for employment	
	D. An increased incentive to colleges and universities to supply well-trained teachers for reading courses in the middle school	This was one of the objectives written into the original proposal: 1. Build a developmental reading program at this level. 2. Recruit and train teachers to teach reading in the middle schoo in skills not normally held by teachers at this level. 3. Increase the visibility of reading positions in middle schools to encourage universities to supply well-trained teachers for such positions Could this be a terminal objective?

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy OUTCOMES, ANTECEDENTS

Specific Dimensions	Program Definition	Judgments
	E. An improvement in the skills of English teachers at the middle school level through in-service training in the methods of reading instruction	This is not an objective of this program.
IV. Criteria for Successful Completion of or Removal from the Program	As a result of the Communication Skills Program, the student will show improvement on tests of reading skills. (Thus far the program has been unable to say how much improvement the student must show from pretest to post-test, but as the program continues more definite standards may be set.)	
ANTECEDENTS		
I. Participants A. Selection Characteristics--the criteria that are used to determine who shall participate in the program	The Communication Skills Program includes seventh- and eighth-grade students from schools in neighborhoods designated poverty areas by the Mayor's Committee on Human Resources. In some schools the students in the Scholars' Program are not included in the Communication Skills Program.	
B. Entering Behaviors--characteristics of participants (other than selection characteristics) which are related to performance in the program	Since all students from the seventh and eighth grades are included, it is difficult to make any generalizations about entering behaviors. The students vary considerably with regard to I. Q., reading level, and other characteristics.	

PROJECT COMMUNICATION SKILLS

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy ANTECEDENTS

Specific Dimensions	Program Definition			Judgments
	Staff Member	Professional Qualifications	Personal Qualifications	
II. Staff--qualifications with respect to specific positions	Reading Specialist (2)			The Director and the Assistant Directors are not listed as they are paid by the Ford Foundation. The professional qualifications necessary for the reading specialists are as follows: 1. Those standards set up by the Board 2. State requirements 3. Reading Association requirements Under Professional Qualifications for the teacher the statement "A valid teaching certificate" would be sufficient. Under Personal Qualifications the teacher must also be willing to work in an urban setting.
	Teacher (61)	1. A valid teaching certificate (preferably in English, but may be in a related subject) 2. Teaching experience	1. A devotion to reading as an indispensable skill and a worthwhile leisure activity 2. Patience 3. Understanding 4. Empathy with children 5. Willingness and ability to learn and use new methods	

PROJECT COMMUNICATION SKILLS Page 8

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy ANTECEDENTS

Specific Dimensions	Program Definition	Judgments
III. Support		
A. Administrative Support--administrative personnel who cooperate in carrying out the program	Since this program began in mid-year, the scheduling of pupils and the arrangements for classroom space made by the principal of each school were extremely important in setting up the program.	
B. Human Resources--non-administrative and non-staff personnel whose contributions and cooperation are necessary to the operation of the program	No persons were mentioned as human resources for the Communication Skills Program.	

PROJECT COMMUNICATION SKILLS

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy ANTECEDENTS

Specific Dimensions	Program Definition	Judgments
C. Media--the materials, supplies, and equipment required for program activities	The media which the Communication Skills teacher uses for the program are the following:	
	1. Storybooks, reading workbooks, and controlled readers	The storybooks used are referred to as tradebooks.
	2. Programmed materials for social studies, science, and the use of the library	
	3. Library materials for all grade levels	
	4. Word games, picture cards, and alphabets	
	5. Reading tests	
	6. Hand tachistoscopes	Participating teachers have not been furnished with hand tachistoscopes.
	7. Typewriters, ditto machines, and duplicators	
	8. Record players	
	9. Film projectors and screens	
	10. Tape recorders and listening posts	
	11. Materials with which to make teaching tapes and flash cards	
	12. Stopwatches	
	13. Overhead projectors	

PROJECT COMMUNICATION SKILLS

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy ANTECEDENTS

Specific Dimensions	Program Definition	Judgments
D. Facilities	Those facilities necessary for the effective functioning of the Communication Skills Program are the following: 1. Permanent rooms to house the variety of equipment and supplies needed for the program 2. Cabinets, bookcases, and carts 3. Teachers' desks and chairs 4. Student chairs 5. Typewriter tables	
IV. Time Constraints	The length of the program is one semester or one year, depending on the school. In some schools, reading may alternate with another subject. For example, the student may take reading one semester and science the next. Students participate for one period (45 minutes) each day, five days a week. (Initially, some schools tried having reading on Monday and Tuesday and science on Wednesday, Thursday, and Friday, but this was dropped as being totally ineffective.)	

PROJECT COMMUNICATION SKILLS

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy PROCESS

Specific Dimensions	Program Definition	Judgments
PROCESS I. Participant Activities--the day-to-day program activities that will ultimately lead to the achievement of objectives	All activities are designed to meet individual needs and to develop the habit of reading by means of a sequence of successive learning exercises. As a part of the Communication Skills Program, the student will participate in the following activities:	
	A. Take exams in order to establish his reading level and identify any reading problems	The word "any" is not necessary here. An intermediate activity between A and B is "Be interviewed by the teacher as to interests and in order to check on the exam."
	B. Work independently and in small groups with controlled readers and programmed materials, keeping his own progress records and consulting periodically with the teacher regarding his progress	The work with controlled readers is only done sometimes.
	C. Work independently on programmed material in social studies, science, and library skills	The student also participates in some activities with a group.

PROJECT COMMUNICATION SKILLS

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REPORT OF PANEL PROCEEDINGS

Section of Taxonomy PROCESS

Specific Dimensions	Program Definition	Judgments
	D. Develop listening skills by reading aloud and listening to stories on tape	The tapes are intended to create interest in reading.
	E. Discuss the material and thus add another dimension to the development of communication skills	Could better be phrased as follows: "Discuss the material to encourage reading."
	F. Compete in word games in small groups in order to build vocabulary	This is too specific and could better be phrased as follows: "Compete as a series of small groups in word games."
	G. Work in small groups with the teacher on structural analysis, phonics, and dictionary skills	
	H. Work in small groups on other school subjects. With social studies, for example, students might practice such special study skills as outlining, reading maps and graphs, and using the actual social studies textbook.	This could better be phrased as follows: "Work in small groups on other school subjects such as social studies to practice such special..."
	I. Take field trips which serve as a basis for class discussion and for pursuing related readings	The field trips are usually conducted in content areas such as science or social studies.

PROJECT COMMUNICATION SKILLS

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REPORT OF PANEL PROCEEDINGS

Section of Taxonomy PROCESS

Specific Dimensions	Program Definition			Judgments
II. Staff Functions and Activities	Staff Members	Functions	Duties	
	Reading Specialist			
A. Staff Functions and Duties with Respect to Specific Positions	Reading Teacher	1. Implements program at each individual school	a. Tests and diagnoses reading problems and refers those that are serious to Reading Clinic b. Provides individual guidance	The Director and Assistant Directors are not mentioned here as they are paid by Ford Funds.
			c. Teaches reading	What are the specific aspects of "teaching reading"? For example, isn't e. really a part of c.?
			d. Maintains a progress folder for each student e. Makes up teaching materials such as tapes and flash cards f. Keeps abreast of new materials and techniques in the field	

PROJECT COMMUNICATION SKILLS

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REPORT OF PANEL PROCEEDINGS

Section of Taxonomy PROCESS

Specific Dimensions	Program Definition	Judgments
B. Intra-staff Communication and Coordination	1. In-service workshops conducted by the director and assistants for a month in the summer	
	2. Orientation for new teachers to explain the aims, the objectives, and the methods of the program	
	3. A half-day workshop one Saturday each month	
	4. Personal visits by the director and his assistants about twice a month	
	5. Mailed materials such as bulletins and notices	
	6. Telephone calls as needed	
C. Communication between Program Staff and Others	1. Team meetings	
	2. Outside speakers and consultants	
	3. Contact with ninth grade teachers to give them the results of work with students in seventh and eighth grades	

Discussion and Conclusions

In conducting the interviews to determine compatibility, it was discovered that all of the schools but one offer the program five periods a week. All but four of the schools have been able to have it for a full year in the seventh and eighth grades. Because of scheduling problems in four of the schools, the program is offered for only one semester in grade seven and one in grade eight. In these schools reading instruction has been alternated with science instruction. In the rest of the schools reading replaces art, music, home economics, or shop. In a few of the schools home rooms and/or study halls have been eliminated. Since this is a program in developmental reading for the normal seventh and eighth grader, special education students in many schools are not included. At the eighth grade level many schools do not include Scholars or give them only a partial exposure. Three of the twelve schools mentioned needing more staff and felt that, were they available, the special education students could be included in the program.

In general, subject-matter teachers recognized the need to improve reading skills, but had little understanding of the program. In those schools where reading teachers had taught as substitutes, rapport was less of a problem. In at least one school rapport between administration and reading teachers was extremely poor as the administration felt that the teachers were inexperienced and unable to carry out the program effectively. Often subject-matter teachers expected children who were showing improvement in reading to be able to read the standard text book, while it was still perhaps a few grade levels above what they had attained. The emphasis of the program on small group instruction, the abundance of materials, and the relative inexperience of the participating teachers created a problem in communicating the aims of the program to other subject-matter teachers.

Permanent space for the reading teacher presented the only serious problem of compatibility for this program. Seven of the 12 schools in which the program now operates mentioned having teachers with "floating" assignments. Lack of a permanent room meant many of these teachers had difficulty effectively utilizing the rich supply of media available to them.

The program definition in its present stage of development is reasonably complete. However, the following judgments relate to areas in which the definition might be made more comprehensive:

1. Student activities and teacher duties are not specified for all terminal objectives.
2. The present definition contains no enabling objectives to help clarify the route toward terminal objectives. At the panel meeting the Director gave some examples of appropriate enabling objectives.
3. Measurement criteria are not included for the terminal objectives.

The following judgments point to areas in which the definition lacks face validity:

1. The distinction between terminal and ultimate objectives and other benefits is not clear. Panel findings indicated that some items listed as other benefits were, in actuality, ultimate objectives for the program.
2. Parts of the definition are not appropriate for a program which, at the present time, stresses developmental reading rather than the whole range of communication skills. For example, certain of the specified staff duties and functions are not applicable to developmental reading, although they would be appropriate for the broader area of communication skills.

Assessment of Student Achievement

Statement of the Problem

The problem for this phase of the evaluation was to determine the impact of the Communication Skills Program on student reading performance.

Method

At the time of the investigation, there were two secondary schools which qualified for the Communication Skills Program, but in which no program had been instituted because of a lack of trained personnel and funds. These schools were used as controls. Two schools were identified in the group in which the Communication Skills Program was operative which matched, as closely as possible, the racial mix and socio-economic status of the two control schools. Two widely used standardized reading tests, the Gates Reading Test and the Iowa Silent Reading Test, were administered in all four schools at the beginning and the end of the 1966-1967 academic year.

In order to isolate the treatment effect, the conventional technique of covariance analysis was applied to ascertain the relationship between beginning and end-of-year test scores. This variance was eliminated, and the residual scores were the bases of the following analysis.

Results

The adjusted means on the battery of tests for the treatment and the control groups are presented in Table 1. The table indicates that there was no significant difference between the two groups on the Speed, Vocabulary, and Comprehension subtests of the Gates Silent Reading Test. Of the eight subtests of the Iowa Silent Reading Test, only the Use of Index subtest showed a statistically significant difference between the two groups. This difference was in favor of the Communication Skills group. The adjusted mean for the program schools was 164.5, while the adjusted mean for the control group was 153.6. This difference was significant at less than the .01 level.

Discussion and Conclusions

The data are not conclusive. For these students, with one exception, there were no changes in reading achievement attributable to the program.

TABLE 1

Adjusted Group Averages: Communication Skills Test Scores

Test	Treatment Group	Control Group	Group Differences	F-ratio
Gates Silent Reading				
Speed	20.0	20.2	-0.2	.090
Vocabulary	37.9	37.9	0	.002
Comprehension	29.3	27.6	2.3	3.448
Iowa Silent Reading				
Rate	167.4	164.0	3.4	2.474
Comprehension	157.4	156.6	0.8	.130
Directed Reading	158.8	157.1	1.7	.665
Word Meaning	164.9	164.8	0.1	.003
Paragraph Comprehension	156.1	159.3	-3.2	.864
Sentence Meaning	160.1	157.7	2.4	.220
Alphabetizing	168.4	168.4	0	.000
Use of Index	164.5	153.6	10.9	8.594*

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* Sig. $p < .01$

Planned Future Evaluation Activities

Voluntary reading has been designated by program staff as one of the terminal objectives of the Communication Skills Program. In order to determine the extent to which this objective has been met, a Reading Activities Inventory is being developed to supply answers to the following questions:

1. Do students read voluntarily, that is, other than assigned school books?
2. How much voluntary reading do they do?
3. What general types of books are they reading?
4. What family and peer reading habits are related to the participants' reading?

In order to gather information on the family and peer reading habits, answers will be sought for the following questions:

1. Do parents (or other adults) read to the participants' siblings?
2. What books, magazines, and newspapers are there in the home?
3. Do participants have library cards?

The data gathered through the inventory are to be correlated with the participants' records on reading level as measured by program skill tests. In addition to assessing change stimulated by the program with respect to the objective of voluntary reading, the inventory should provide a means for the communication skills teacher to assess the kind and degree of leisure reading and strive to stimulate it.

The inventory has been pre-tested on a sample of approximately 39 seventh- and eighth-grade students in seven of the 11 schools in the program. When the instrument is fully developed, it will be used in the Stage III evaluation of the program. The instrument in its present form is included in Appendix C.

APPENDICES

Appendix A

GROUP INTERVIEW SCHEDULE
COMMUNICATION SKILLS PROGRAM

1. What are the major objectives of the Communication Skills Program? What do you expect children to do as a result of this program?

2. On what basis are the schools selected to receive this program?

3. What kinds of classroom activities do you provide? Are there any non-classroom activities? Which activities are most important? How do these activities contribute to the specific objectives of the program?

4. How much time per week is spent on the program?

5. How long do students participate in this program?

6. What are the criteria by which the students' progress can be judged?

7. What staff is necessary for the program? What functions and specific duties do these staff members perform in promoting the objectives of the program? What should be the professional and personal qualifications of these staff members?

8. What physical equipment, supplies, and services are necessary to implement the program?

9. How do you keep informed about the program's activities, purposes, methods, and needs?

Appendix B

COMMUNICATION SKILLS INTERVIEW SCHEDULE 1966-1967

TIME

1. How much time per day or per week do students of grades seven and eight spend in Communication Skills (Developmental Reading)?

2. Are there some students who do not take this program? Why?

3. What activity does the student give up in order to participate in Communication Skills (Developmental Reading)? What would he be taking if the program were not in the school?

STAFF

4. Is the program fully staffed? Have you had any staffing problems?

FACILITIES AND MEDIA

5. Are facilities and media now available to this program? If not, what plans have been made to provide them?

6. In general, what is the reaction of other classroom teachers to what you are trying to do in Communication Skills?

7. What is the reaction of parents to the program? Do you get feedback from them?

8. How important would you consider the program? What did you do about reading problems before this program?

APPENDIX C

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Pittsburgh Board of Public Education
Office of Research
July 6, 1967

READING ACTIVITIES INVENTORY
COMMUNICATION SKILLS PROGRAM (STAGE III)

WE WOULD LIKE TO KNOW HOW MUCH READING YOU DO WHEN YOU ARE NOT AT SCHOOL. YOU CAN HELP US BY ANSWERING THE FOLLOWING QUESTIONS AS TRUTHFULLY AS YOU CAN. YOUR ANSWERS WILL NOT BE SHOWN TO ANY OF YOUR TEACHERS AND WILL NOT BE PART OF ANY GRADE.

IN SOME QUESTIONS YOU MAY NOT THINK ANY OF THE ANSWERS REFER TO YOUR READING HABITS. IN THOSE CASES PLEASE CHECK THE ANSWERS THAT ARE CLOSEST TO WHAT YOU DO.

YOU MAY CHECK AS MANY ANSWERS AS YOU LIKE, EXCEPT WHERE YOU ARE ASKED TO CHECK ONLY ONE ANSWER.

Example: Do you read

_____Library books

_____Magazines

_____Newspapers

IF YOU READ NEWSPAPERS AND MAGAZINES TOO, YOU WOULD CHECK BOTH OF THEM.

Do not write in this column

Name____
last first middle

Grade____________________

LEAVE BLANK - To be filled in by Office of Research

1. Do you read (CHECK ONE ANSWER ONLY)

____ a little ____ an average amount _____ a lot

2. Was the last book you read (CHECK ONE ANSWER ONLY)

_____ One assigned by a teacher

_____ One recommended by the reading teacher

_____ One you read because a friend told you about it

_____ One you found by yourself

_____ One that just looked interesting

3. When do you usually read books, magazines, or comic books

_____ After school

_____ During study periods

_____ After supper

_____ When you go to bed

_____ Whenever you have a chance

Do not write in this column

4. Look at the following list and circle the things you like to read or read about. After each item you circle write the number of books or articles on this subject that you have read in the last year.

Love stories...
Baseball...
War stories...
Murder mysteries...
Mathematics...
Historical tales...
Mythology...
True life adventures...
Poetry...
Movie stars or movies...
Essays...
Careers...
Women's fashions...
Encyclopedias...
Cars...

Making things...
Football...
Nature stories...
Science fiction...
Basketball...
Animals...
Space travel...
Cowboy stories...
Travel articles...
Politics...
History...
Spy stories...
Biography...
Funny stories...
Negro history...

5. (a) Do you have younger brothers or sisters who are not yet in school?

_____ Yes _____ No

(b) If "Yes," does anyone read to them?

_____ Yes _____ No

(c) If "Yes," who reads to them?

____

6. Which of the following newspapers do you or your family read, either occasionally or regularly?

_____Post Gazette

_____Press

_____Courier

_____None

7. What was the most important news item of the past week?

____

____

____

8. What are your favorite comic strips in the newspaper?

____

____

____

Do not write in this column

Do not write in this column

9. Do you get books from

_____School library

_____Reading room

_____Bookmobile

_____Public library

10. Approximately how many books do you get from the school library every week? _______________

11. Do you have a public library card? _____ Yes _____ No

12. How often do you go to the public library?____________________

13. Which of the following magazines do you and your family read, regularly or occasionally?

__American Modeler

__Analog(Science Fact and Fiction)

__Baseball Digest

__Boys' Life

__Car Life

__Co-Ed

__Craft Horizons

__Ebony

__Flying

__Glamour

__Outdoor life

__Popular Electronics

__Popular Mechanics

__Popular Photography

__Popular Science

__Readers' Digest

__Rod and Gun

__Saturday Evening Post

__Science and Math Digest

__Science and Mechanics

Do not write in this column

__Good Housekeeping
__Health
__Hot Rod
__Holiday
__Home Craftsman
__House Beautiful
__Jet
__Life
__Look
__Mademoiselle
__McCall's
__Mechanics Illustrated
__Model Airplane News
__Modern Screen
__Motor Trend
__National Geographic
__Negro History Bulletin
__Newsweek
__Science Digest
__Science News
__Seventeen
__Space World
__Sport
__Sportscar Graphic
__Sports Illustrated
__Stamps
__Tan
__Tiger Beat
__Time
__Travel
__True
__True Story
__TV Guide
__Wildlife
__Young Miss

2. COMMUNITY AGENTS PROGRAM

2. COMMUNITY AGENTS PROGRAM

History of the Program

The Community Agents Program evolved from a program initiated in 1961. In that year, an attempt was made to provide community resources for the enrichment and support of the Team Teaching Program in the Pittsburgh Public Schools. The Assistant Director of Compensatory Education, with the aid of three agents in five elementary schools qualifying for compensatory funds, worked with established community service clubs and organizations. The initial objective of this effort was to help recruit community volunteers for tutoring children and for taking them to special events.

In 1964 when federal funds became available, the program was expanded. More agents were hired and administrative coordinators employed. The agents and coordinators were expected to provide enrichment resources for all compensatory education elementary schools, and the agents to act as school-community liaisons. In the latter capacity they would assist in resolving those issues which directly or indirectly affected the neighborhood schools.

Description of the Program

In order to arrive at a complete description of the program, a definition meeting was held April 11, 1967 at the Administration Building All members of program staff and several principals from schools to which agents were assigned attended this meeting. The group divided into five small discussion sections to answer a series of questions devised by the Office of Research to elicit specific information on program objectives and activities (see Appendix A). Each section, attended by seven or eight people, contained at least two administrators, four community agents, and a discussion leader from the Office of Research. As often as was possible, the agents and principals in each section were drawn from different geographic areas. The recorded discussion notes were later synthesized into the formal program definition which follows.

Community Agents Program Definition

GENERAL

I. Overall Statement of Objectives and Rationale for the Program

The Community Agents Program was initiated to provide more effective communication between the educational system, parents, and neighborhood organizations. The agent functions as a liaison between the schools and their larger neighborhood milieu.

II. Scope

A. Number of Pupils and Schools Involved

The Community Agents Program is operative in all forty-six elementary schools classified as compensatory education schools.

B. Grades or Ages of Participants

All children in these schools are beneficiaries of some aspects of the program.

C. General Description of Staff

The program staff consists of three Community Coordinators and twenty-three Community Agents.

OUTCOMES

I. Major Objectives--changes expected to occur in program beneficiaries as a result of the program. There are two types of major objectives.

   A. Terminal Objectives--the results expected at the end of the program.

      1. Children who are eligible for the Preprimary Program will be enrolled in that program.

      2. Children who need special assistance in overcoming educational difficulties will be provided with tutors.

      3. Children will be increasingly engaged in field trips, assemblies, and other activities that school personnel feel will enhance regular classroom instruction.

   B. Ultimate Objectives--the long range goals of the program. These are objectives to which the program hopefully contributes, but for which it does not have sole responsibility.

      1. Elementary school children will more fully realize the importance of education in achieving life goals.

      2. Students will have increased educational aspirations.

      3. Student attendance will improve.

      4. Students will earn better grades.

      5. Students will have improved self-images.

      6. Students will display better behavior in the school yard and on field trips.

      7. Students will become more involved in school activities.

II. Enabling Objectives--the skills, attitudes, and information which students must acquire during the program to insure the accomplishment of the major objectives

   No objectives of this type were specified for the Community Agents Program.

III. Other Benefits--benefits expected to accrue to other than program participants as a result of the program

The following benefits of this type are envisioned for the Community Agents Program:

A. Increased parental support for children's school activities

B. Increased home cooperation in matters of school attendance

C. Increased parent involvement in community affairs

D. Relief of teachers and administrators from duties related to arranging for such things as resource material and field trips

E. Increased support from various community groups such as the PTA

F. Increased knowledge on the part of school staff about special community interests and problems

IV. Criteria for Successful Completion of or Removal from the Program

No criteria of this type were specified for the Community Agents Program.

ANTECEDENTS

I. Participants

A. Selection Characteristics--the criteria that are used to determine who shall participate in the program

The Community Agents Program is operative in all those elementary schools (of both the K-6 or K-8 type) meeting OEO funding criteria. All children in all grades in these schools are eligible to participate in program-related activities.

B. Entering Behaviors--characteristics of participants (other than selection characterics) which are related to performance in the program

Many of the children come from culturally deprived backgrounds. Their home environments lack those material assets, such as books and magazines, which might stimulate their educational interest. They often lack motivation and have poor self-images.

II. Staff-qualifications with respect to specific positions

Staff Member	Professional Qualifications	Personal Qualifications
Community Agent	1. B.A. degree, preferably in education or social work 2. Some experience in or with community organizations	1. Willingness to work unstructured hours 2. Ability to cooperate with different types of people 3. Imagination 4. Creativity 5. Tact 6. Enthusiasm 7. Articulateness
Community Coordinator	1. Same as for community agent 2. In addition, successful experience as a community agent	Same as for community agent

III. Support

A. Administrative Support--administrative personnel who cooperate in carrying out the program

1. The Assistant Director of Compensatory Education is the administrator responsible for the overall operation of the program.

2. The principals of participating schools support the program by providing some of the media and facilities needed by the community agents, by interpreting particular school programs, and by providing the necessary administrative

guidance and clearance for program implementation.

B. Human Resources--non-administrative and non-staff personnel whose contributions and cooperation are necessary to the operation of the program.

1. Various members of the school community, particularly the preprimary teachers and the tutors, act as resource persons in helping plan and develop program activities and evaluate student progress.

2. Members of the Community Action Program, the PTA, and other such organizations provide the community agents with necessary information on the social and educational milieu within which the schools operate. Such organizations also support the program by providing speakers, volunteers and other resources to help implement program objectives.

C. Media--the materials, supplies, and equipment required for program activities

The types of media used by community agents depend on the types of programs being implemented in any given school. The following types of media may be used:

1. Audio-visual supplies and equipment

2. Files and student records

3. Resource literature for teachers and the library

4. Tutorial material for teachers

5. Supplies and equipment for special events such as camping and field trips

D. Facilities

In order for the Community Agents Program to operate effectively, agents must be provided with working space in the participating schools. This working space should be in an office area and include a desk, telephone, and chairs.

IV. Time Constraints

Time constraints were not specified for the Community Agents Program.

PROCESS

I. Participant Activities--the day-to-day program activities that will ultimately lead to the achievement of objectives

Activities of the Community Agents Program are dependent on the types of students being served with respect to their grade levels and educational backgrounds, and are adapted to the overall programming in a given school. Student activities may include the following:

A. Participation in tutoring sessions

B. Participation in the Preprimary Program

C. Participation in special trips and events

II. Staff Functions and Activities

A. Staff Functions and Duties with Respect to Specific Positions

Staff Members	Functions	Duties
Community Agent	1. Assists with Preprimary (Headstart) Program	a. Helps locate physical facilities for program (if outside the school) b. Makes arrangements for maintenance of physical facilities (if outside school) c. Recruits children (using OEO criteria) for the program by doing the following:

Staff Members	Functions	Duties
Community Agent (contd.)		(1) Distributes fliers and applications throughout the elementary school (2) From returned applications selects those meeting qualifying requirements (3) Makes home visits to parents whose children are eligible, clarifying application procedures and program details (4) Reports findings of home visits to a committee composed of the school principal, the preprimary teacher, and the school social worker d. Handles preprimary absences and follows up by home contacts e. Provides parents with necessary information concerning their responsibilities f. Suggests referral of preprimary children with special needs

Staff Members	Functions	Duties
Community Agent (contd.)	2. Participates in community service activities	a. Helps set up guidelines for Neighborhood Youth Corps workers b. Works with PTA's by helping plan programs and fund-raising activities c. Arranges special meetings with parents d. Acts as a liaison between the elementary school and the local community by attending staff functions, speaking at meetings e. Acts as a source of information for community education committees and performs various other services
	3. Helps arrange and provide enrichment activities for students	a. Arranges special events for students: trips and speakers (1) Makes initial contacts for the types of trips planned

Staff Members	Functions	Duties
Community Agent (contd.)		(2) Makes certain transportation is provided (3) May act as a chaperone (4) Keeps record of cost of trips and types of trips (5) Arranges for special speakers (6) Contacts them, meets with them at the school, providing them with briefing on students and school. b. Arranges for the use of special equipment and facilities for audio-visual programming c. Helps secure tutoring services as needed by students, sets up tutoring schedules, and provides necessary supervision
	4. Acts as a resource person for teaching staff	Helps relieve teachers and administrators of certain clerical duties (enabling them to devote more time to strictly academic, administrative tasks)

Staff Members	Functions	Duties
Community Coordinator	Provides field supervision and support for community agents	a. Evaluates agent's performance b. Supervises agent's work activities c. Visits and confers with agent d. Confers with principals and Assistant Director of Compensatory Education on administrative decisions and problems related to the program e. Helps implement administrative decisions on programming

B. Intra-staff Communication and Coordination

The members of the staff keep each other informed about methods and problems through a variety of approaches:

1. There are monthly area meetings between coordinators and agents and monthly program meetings (which also include the Assistant Director of Compensatory Education).

2. Coordinators and agents contact each other informally once or twice a week. The coordinators also visit the agents in their schools at least once a month.

3. Monthly anecdotal and statistical reports are prepared by each agent and submitted to the coordinators. (These reports are also submitted to principals and the Assistant Director of Compensatory Education.)

Appendix A

Appendix A

GROUP INTERVIEW SCHEDULE
COMMUNITY AGENTS PROGRAM

1. What changes do you expect to take place in students as a result of their experiences in the program?
2. What are the benefits to teachers, school, family or community that might occur as a result of the program?
3. On what basis are children selected for the program--age level, background, attitude, knowledge, skills, etc.?
4. What other characteristics differentiate these children from those not in the program?
5. Which characteristics seem especially related to the child's successful completion of the program? Which are related to doing poorly in the program?
6. What kinds of activities are provided for children in the program? How do these activities contribute to the objectives of the program? (Are some more important than others? Why?)
7. What criteria do you use to assess the kinds of growth that take place in children as a result of their participation in the program--change in attitude, knowledge, etc.?
8. What are the criteria used to judge a child's readiness for release from the program?
9. What staff is necessary to carry out the program--agents, coordinators, teachers, specialists, etc.?
10. What are the functions of these staff members in the program? (How do they promote the program's objectives?)
11. What are the specific duties expected of each group of these staff members? (What specific tasks relevant to the program are to be performed by each group?)

3. EDUCATIONAL CAMPING PROGRAM

3. EDUCATIONAL CAMPING PROGRAM

History of the Program

In the spring of 1965, funds from the Office of Economic Opportunity helped to create the Educational Camping Program, a program designed to provide an opportunity for outdoor living, an effective method for teaching nature and arts and crafts, and an environment for interracial living. The last purpose is promoted by matching sixth graders from two schools with different socioeconomic and racial backgrounds during each camping experience. Each group of two schools attends two-day camping sessions during the fall and spring at Camp Kon-O-Kwee in Zelienople, Pennsylvania. In 1966 and 1967, additional funds from ESEA and the Frick Education Commission made possible the expansion of the program and the addition of a permanent camp director.

Although there have been no previous formal evaluations of the Educational Camping Program, the Compensatory Education Division of the Pittsburgh Board of Public Education has administered questionnaires to returning campers. The North Side Committee on Human Resources has praised the program, citing the tremendous community response that it has elicited.

Description of the Program

The definition meeting for the Educational Camping Program was held in the Administration Building on May 12, 1967. Twenty people participated in the meeting, including the Associate Director of Compensatory Education, a member of the Office of Research, three principals, two teachers, and four community agents. Discussants were selected to represent participants and nonparticipants in the program, compensatory and noncompensatory schools, and various geographical areas. Two discussion groups were formed to consider a list of questions devised by the Office of Research (see Appendix A). Participants were encouraged to answer questions freely rather than being restricted to a particular discussion technique. The recorded proceedings of this meeting formed the basis of the program definition which follows.

Educational Camping Program Definition

GENERAL

I. Overall Statement of Objectives and Rationale for the Program

The purpose of the Educational Camping Program is to promote interracial, intercommunity living by mixing students from two schools with different socioeconomic and racial backgrounds during a camping experience.

II. Scope

A. Number of Pupils and Schools Involved

In the fall of 1966, 774 students from 12 schools participated in educational camping.

B. Grades or Ages of Participants

Participants are sixth graders.

C. General Description of Staff

In the fall of 1966, the staff included 41 teachers, seven community agents, and six resource specialists. Also attending were 26 parents, 15 college and university students, and a number of principals.

OUTCOMES

I. Major Objectives--changes expected to occur in program participants as a result of the program. There are two types of major objectives.

A. Terminal Objectives--behaviors exhibited by participants at the end of the program which demonstrate successful completion of the program

As a result of the camping experience, the student will do the following things:

1. Participate in activities in the following areas which will reinforce the amenities of family life:

    a. Table manners

    b. Group games

    c. Taking showers properly

    d. The blessing of food

2. Be exposed to a new environment which provides a perspective not normally a part of the educational program

3. Develop an enjoyment of outdoor living

4. Demonstrate an increased knowledge of nature and conservation

5. Show an understanding of various aspects of community living

6. Demonstrate a knowledge of recreational activities

In addition to these objectives, the goals established by teachers in planning for the camp will be fulfilled.

B. Ultimate Objectives--the long range goals of the program. These are objectives to which the program hopefully contributes, but for which it does not have sole responsibility.

It is hoped that as a result of the Educational Camping Program the participants will ultimately do the following things:

1. Demonstrate increased self-development and new knowledge
2. Show a tolerance for others and a feeling for human relations
3. Practice good citizenship
4. Demonstrate the ability to live with others

II. Enabling Objectives--the skills, attitudes, and information which students must acquire during the program to insure the accomplishment of the major objectives

The participants should receive an enthusiastic preparation for the camping experience and should be able to participate in the planning for the trip.

III. Other Benefits--benefits expected to accrue to other than program participants as a result of the program

The following benefits of this type are expected from the Educational Camping Program:

A. As a result of the leveling influence of the informal surroundings, principals, teachers, and other participating staff will become better acquainted.

B. The general community will develop an improved attitude toward the school and the staff.

IV. Criteria for Successful Completion of or Removal from the Program

There are no criteria for successful completion of the Educational Camping Program. All students in the sixth grade participate subject to the approval of their principals and parents. The program is completed after students have attended the camp from Wednesday noon to Friday afternoon.

ANTECEDENTS

I. Participants

A. Selection Characteristics--the criteria that are used to determine who shall participate in the program

Schools are selected by the administrative program staff with a view to achieving a balance in socioeconomic and racial factors. The final decision as to whether a school will participate is left up to the individual principal; no attempt is made to pressure principals into affirmative decisions. The students who become eligible for the program through this procedure must have the permission of their parents to participate.

B. Entering Behaviors--characteristics of participants (other than selection characteristics) which are related to performance in the program

The program is intended to involve a cross section of all students in the Pittsburgh Public Schools. It is assumed that the students have had little or no exposure to nature or camping life.

II. Staff--qualifications with respect to specific positions

Staff Member	Professional Qualifications	Personal Qualifications
Counselor	A teaching certificate	1. An interest in camping 2. The ability to get along with others
Program Specialists, Resource Staff	Special skills in a particular area related to educational camping	1. An interest in camping 2. The ability to get along with others
Camp Director	A Master's degree in social work with an emphasis on recreation	1. Camping experience 2. Administrative experience
Nurse	Registered Nurse (R.N.)	

Staff Member	Professional Qualifications	Personal Qualifications
Kitchen Staff		
Maintenance and Ground Staff		
Community Agents	Professional qualifications of community agents	

III. Support

A. Administrative Support--administrative personnel who cooperate in carrying out the program

The support of the principal is vital to the functioning of the Educational Camping Program. The principal decides whether his school will participate in the program. Since there is no permanent staff for the program at the camp, he must contact teachers, community agents, and community people who might serve as counselors. The principal also contacts the parents to get permission for their children to attend the camp.

B. Human Resources--non-administrative and non-staff personnel whose contributions and cooperation are necessary to the operation of the program

There are numerous persons whose support is necessary to the Educational Camping Program:

1. Parental approval and cooperation are required for the students to participate.

2. The aid of the community is enlisted in supplying the necessary equipment for those children who cannot otherwise obtain it.

3. Substitutes are needed to teach those children who cannot attend the camp.

4. Team mothers and aides help with the camp.

5. Clerical people work as counselors and give talks.

6. Parents and community leaders occasionally attend the camp and help with duties.

C. Media--the materials, supplies, and equipment required for program activities

1. Slides and film strips

2. A notebook and black crayon for sketching

3. The following items are to be provided by each child. If he is unable to obtain them, the school community agent attempts to procure them through various community agencies.

   a. Blankets
   b. Soap
   c. Washcloth and towel
   d. Toothbrush
   e. Brush and comb
   f. Shower cap
   g. Handkerchief
   h. Complete change of clothes
   i. Heavy winter coat
   j. Sweater
   k. Socks
   l. Hat or cap
   m. Gloves or mittens
   n. Rainwear--boots and coat

D. Facilities

A campsite with a fully equipped camp is a prerequisite for the Educational Camping Program.

IV. Time Constraints

Each camping period runs from Wednesday at noon until 2:00 p.m. on Friday.

The camp is available from mid-September to mid-November and again from mid-March to mid-June.

PROCESS

I. Participant Activities--the day-to-day program activities that will ultimately lead to the achievement of objectives

The activities of the Educational Camping Program are the following:

A. Forty-five minute classes in the following areas:

1. Creative dramatics
2. Nature work
3. Crafts
4. Archery
5. Sketching nature
6. Boating

There were several periods of classes and the children were rotated so that each child participated in each activity.

B. Recreation--1 1/2 hours each day

C. Group games--55 minutes

D. Preparation of skits--1 1/2 hours once

E. Flag raising and exercises--1/4 hour each day

F. Preparation for meals--15 minutes before each meal (Children act as waiters and waitresses.)

G. Common meals--3 hours each day

H. Snack period--1/4 hour a day

I. Campfire--1 1/4 hours each night (Lectures and skits are presented.)

J. Rest periods--45 minutes

K. Clean up for inspection

L. Letter writing--once during camping experience for 1/2 hour

M. Chapel program last day before departure

II. Staff Functions and Activities

A. Staff Functions and Duties with Respect to Specific Positions

Staff Members	Functions	Duties
Camp Director	1. Coordinates entire program through planning with school staff, pupils, and community	a. Calls meetings of staff prior to the program b. Works with administrative personnel in the Board and local schools on matters related to camping
	2. Manages program in operation and acquires further staff and supplies	Oversees progress reports
	3. Evaluates camping after the group's experiences	
	4. Modifies camping program on the basis of new information and feedback	Keeps up on current camping information
Counselor	Supervises a particular group of campers	a. Instructs in areas in which he possesses skills or interests

Staff Members	Functions	Duties
Counselor (contd.)		b. Is with children during the camping experience c. May sleep in cabins with children
Program Specialist, Resource Staff	Teaches special activities or skills	
Nurse	Provides health supervision	On constant 24-hour duty
Ground Maintenance Staff	Maintains camp	Is available to the camping program in the case of difficulties with equipment or facilities
Community Agent	1. Coordinates program within the local community 2. Acts as counselor	Contacts people to provide transportation and supplies for children who need them

B. Intra-staff Communication and Coordination

1. Central staff communications from the director
2. Informal staff meetings with the director to prepare staff members for the camp
3. In-service training meetings at Camp Kon-O-Kwee

C. Communication Between Program Staff and Others

The following communications with the community and schools are vital to the success of the program:

1. Program staff makes an initial contact with the schools to invite participation.
2. Letters are sent to parents which ask permission for their children to attend, explain the program, invite their attendance, and ask for health information on each child who plans to attend.
3. Fact sheets detailing aspects of the camping program are distributed to parents.
4. Students report to the school staff and student body on their camp experiences.
5. Community agents speak to principals in the community and people in the community about educational camping.
6. Communication is established with the Commissions of Forestry and Fish and Game.

3-1-3

APPENDIX A

Appendix A

GROUP INTERVIEW SCHEDULE
EDUCATIONAL CAMPING PROGRAM

1. What are the objectives of each type listed below for the Educational Camping Program?

    a. Terminal - short run objectives realizable at end of the program

    b. Ultimate - final behavior expected of students in the future

    c. Enabling - objectives which lead to the accomplishment of terminal or ultimate objectives

    d. Other benefits - objectives that are peripheral to the program such as benefits to the community

2. What different levels of staff are required for the operation of the program? What are the professional and personal qualifications for each level? What are the functions and duties of each?

3. How do program staff keep informed about the Educational Camping Program?

4. How does the program staff communicate with others such as the community and nonparticipating educational personnel, about the program?

5. What nonadministrative, nonstaff personnel are necessary for the success of the program?

6. What types of activities do students participate in and which are most important?

4. ELEMENTARY COUNSELORS PROGRAM

4. ELEMENTARY COUNSELORS PROGRAM

Introduction

History of the Program

The Pittsburgh Public Schools have employed counselors for grades 9 through 12 since 1920 and for grades 7 and 8 since 1965. Because of a growing recognition that the problems of motivation, learning, and achievement often begin in the elementary grades, in the spring of 1966 the staff of the Division of Pupil Services planned a training program designed to prepare a group of new counselors for assignment in selected elementary schools in the fall term of that year.

In order to select persons for the training program, principals of the city's public elementary schools were asked to recommend those staff members who were already certified counselors or those who might be interested in counseling. After interviews by administrative staff and checking of academic records, nine trainees were chosen according to the following criteria: (1) at least five years experience as an elementary teacher, (2) the recommendation of their principal, and (3) certification in counseling, or near completion of coursework for certification.

The initial training of those selected took place during a workshop held from June 27 to August 5, 1966. The morning sessions were designed to familiarize the trainees with various individual and group techniques used in counseling, to delimit their areas of school responsibility, and to acquaint them with the referral services provided for children with special physical, scholastic, and emotional problems. In the afternoons the trainees took a six-credit academic program at the University of Pittsburgh which included courses in child development, tests and measurement, and counseling theory. Beginning on July 5 and continuing through August 2, the trainees were assigned to field work two mornings a week in elementary schools where various summer educational programs were being conducted. There they interviewed and counseled a limited number of students while under the close supervision of guidance and counseling administrators. In the 1966 fall term, the trainees and two persons who were already certified counselors were placed in 11 qualifying elementary schools.

Opportunities for additional in-service training were provided throughout the school year at numerous staff meetings. At city-wide monthly guidance meetings, the elementary counselors met with junior and senior high counselors to discuss theories, methodology, and problems common to all school guidance personnel. Each month the elementary counselors also met as a separate group to discuss in detail problems such as record keeping which are specific to the elementary schools. Since these counselors were new to the Pittsburgh Public Schools, there were few standard school forms to record their interview data. With the help provided at these meetings, each counselor was able to develop a format for data recording which was adapted to the particular school situation in which he worked.

In the 1966-1967 school year, while the counselors worked with students in all elementary grades, they concentrated their attention on the fourth to sixth grades. From February to the end of the term, they focused on the sixth-grade level. Previous experience has indicated that the transition to junior high school often results in a poor initial adjustment. It is hoped that the elementary counselors will help prepare sixth-grade students for a realistic and quick adjustment to their new fall assignments.

Starting in November of 1966, a pilot program of elementary counseling was begun in cooperation with the city parochial schools. After a series of meetings between public and parochial elementary school administrators, three counselors were chosen to spend one day a week in a neighboring parochial school on a scheduled basis. Early in the spring term the other counselors were similarly assigned. In the parochial schools the focus was on vocational and academic counseling of seventh- and eighth-grade students. At the end of the eighth grade these students either continue in parochial high schools or transfer to the public system. Previously the Pittsburgh Board of Public Education has had little information as to the number and academic backgrounds of these transferees. Thus, in addition to the normal guidance functions, the elementary counselors have aided the Board by helping to identify those students who will probably enter public schools in the fall and have helped orient such students to their new school environment.

Description of the Program

A meeting to define the Elementary Counselors Program was held on March 2, 1967. All 13 of the program's counselors were present, as well as the following persons representing the administrative staff: (1) the Director of Pupil Services, (2) the Associate Director of Pupil Services for Guidance and Counseling, (3) the supervisor of the elementary counselors, and (4) two principals from participating public schools. Five members of the Office of Research were present to act as discussion leaders and recorders. The participants divided into two groups to consider an agenda developed by the Office of Research for eliciting specific information about the program (see Appendix A for the group interview schedule). The material from the definition meeting was synthesized and put into the standard definition format. A copy of the definition is included in the following pages to provide a description of the program.

Elementary Counselors Program Definition

GENERAL

I. Overall Statement of Objectives and Rationale for the Program

The Elementary Counselors Program is designed to provide and promote the early identification and treatment of those social, psychological, and educational problems which interfere with a child's educational attainment.

II. Scope

A. Number of Schools Involved

The program is operational in 11 public elementary schools and 10 parochial elementary schools. Each counselor is assigned to one public school, and he also spends one day a week in a nearby parochial school.

B. The Grades or Ages of Participants

With one exception the public elementary schools are of the K to 6th grade type, and the counselor works with students in all six grades. In the parochial schools which are generally the K to 8th grade type, the counselor works primarily with seventh- and eighth-grade students.

C. General Description of Staff

1. Supervisor of Guidance and Counseling (1)
2. Elementary counselors (11)

OUTCOMES

I. Major Objectives--changes expected to occur in program participants as a result of the program. There are two types of major objectives.

   A. Terminal Objectives--behaviors exhibited by participants at the end of the program which demonstrate successful completion of the program

      As a result of the Elementary Counselors Program, the student will derive the following things:

      1. Be able to deal more effectively with the various social, emotional, and educational problems encountered in the elementary school situation

      2. Be referred to appropriate specialists (school physicians, psychologists, social workers, or the mental health team)

   B. Ultimate Objectives--the long range goals of the program. These are objectives to which the program hopefully contributes, but for which it does not have sole responsibility.

      It is expected that the Elementary Counselors Program will contribute to the student's long-range educational development and aid him in becoming a well adjusted person.

II. Enabling Objectives--the skills, attitudes, and information which students must acquire during the program to insure the accomplishment of the major objectives

   No enabling objectives were identified for the Elementary Counselors Program.

III. Other Benefits--benefits expected to accrue to other than program participants as a result of the program

   The following by-product benefits will occur as a result of the Elementary Counselors Program:

   A. Teachers and other school staff will be supplied with information on the principles and techniques of guidance and on interpretation of test scores.

B. Parents and guardians are educated in understanding their children's behavioral and attitudinal development problems and their achievement potential.

IV. Criteria for Successful Completion of or Removal from the Program

The duration of any specific guidance program is dependent on the needs of the child and his progress in the program.

ANTECEDENTS

I. Participants

A. Selection Characteristics--the criteria that are used to determine who shall participate in the program

All children in grades one through six of participating elementary schools in deprived areas are automatically eligible for the Elementary Counselors Program. Referrals for specific guidance and counseling come from the following sources:

1. School administrators
2. Teachers
3. Elementary counselors
4. School social workers
5. Parents and guardians
6. Students

B. Entering Behaviors--characteristics of participants (other than selection characteristics) which are related to performance in the program

While most of the students participating in the Elementary Counselors Program have relatively few attitudinal and behavioral problems, some of the children have the following:

1. Social-behavior difficulties
2. Educational adjustment problems

3. Vocational difficulties

4. Personal and home problems

II. Staff--qualifications with respect to specific positions

Staff Member	Professional Qualifications	Personal Qualifications
Elementary Counselor	1. Teaching certificate 2. Formal coursework and/or in-service training in counseling theory and techniques 3. Successful elementary school teaching experience	1. Sincere interest in understanding children 2. Self-confidence 3. The ability to cooperate with others on the school staff 4. Flexibility and adaptability in educational situations 5. A sense of humor
Supervisor of Elementary Counselors	1. Same as for Elementary Counselor 2. In addition, experience as an Elementary Counselor	Same as for Elementary Counselor

III. Support

A. Administrative Support--administrative personnel who cooperate in carrying out the program

1. The Associate Director of Guidance and Counseling, the Associate Superintendent of School Services, and the Director of Pupil Services make all supervisory decisions on such problems as financial support, scheduling, conferences, and in-service training.

2. As the chief administrator in the local schools, the principal supports the program by allocating physical facilities to the counselors. He cooperates with the program staff in coordinating guidance and counseling with all other aspects of the educational program.

B. Human Resources--non-administrative and non-staff personnel whose contributions and cooperation are necessary to the operation of the program

The cooperation of both teachers and professionals who provide specialized services for students is essential to the effective operation of the program.

C. Media--the materials and supplies required for program activities

In providing guidance and counseling to students, the elementary counselors make extensive use of the following media:

1. Audio-visuals for adjustment and vocational programs
2. Books, pamphlets, and other resource literature
3. Standardized testing material
4. Cumulative record files

D. Facilities

Elementary counselors are provided with office space in the various schools they serve. The office, which may be either private or shared with other staff, generally contains the following equipment:

1. A desk and chairs
2. A filing cabinet
3. A typewriter
4. A telephone

IV. Time Constraints

The Elementary Counselors Program operates throughout the school year. The number of contacts a child has with his counselor, either in a group or as an individual, depends on the needs of the particular child.

PROCESS

I. Participant Activities--the day-to-day program activities that will ultimately lead to the achievement of objectives

Activities in the Elementary Counselors Program are dependent on the kind of student being served:

A. Potential Scholars

These students participate in group counseling sessions designed to help them improve their study habits and reading ability.

B. Slow Learners

1. Those with special learning problems are provided with tutors.

2. Others are given remedial instruction and are encouraged to participate in meetings in which their classroom problems and means of solving them are discussed.

C. Discipline Problems

These students take part in meetings in which they discuss such things as class attitudes and behavior and educational opportunities.

D. Students Needing Vocational Guidance

These students are encouraged to discuss work aspirations, to hear persons from various occupations describe their work, and to go on field trips with counselors to see different occupations first hand.

II. Staff Functions and Activities

A. Staff Functions and Duties with Respect to Specific Positions

Staff Members	Functions	Duties
Elementary Counselor	1. Provides guidance and counseling programs for elementary school children	a. Identifies the problems or areas in which elementary school children need professional assistance

Staff Members	Functions	Duties
Elementary Counselor (contd.)		b. Provides for the early identification of a child's ability c. By testing and placement helps insure optimal adjustment of the child in the educational program d. Keeps cumulative records on student academic progress e. Acquaints students with the importance of study habits and reading skills f. Begins to acquaint students with the "world of work" by providing vocational speakers, films, trips, and discussions
	2. Gathers and disseminates information on guidance and counseling	a. Reviews and selects relevant material from the literature b. Provides information on guidance to teachers c. Meets with parents to explain the guidance service and helps them understand the child in his school environment

Staff Members	Functions	Duties
Elementary Counselor (contd.)	3. Helps coordinate activities of other school specialists as they pertain to educational adjustment	
Supervisor of Elementary Counselors	1. Helps administer and coordinate the program	a. Helps devise and implement in-service training programs and conferences b. Provides field supervision of counselors c. Is a liaison with other Pupil Services and community organizations
	2. Provides assistance in special areas by presenting new information on counseling theory and technique	

B. Intra-staff Communication and Coordination

The Associate Director of Guidance and Counseling and the Supervisor of the Elementary Counselors are the major intra-staff communication links. Through personal meetings, telephone contacts, frequent counselors' meetings, and in-service training programs, there is a sharing of ideas, problems, and professional information among all staff members.

C. Communication Between Program Staff and Others

1. There is considerable information sharing through personal contacts, meetings, and conferences involving counselors, administrators, teaching staff, and special services personnel. Such close and continuous interaction facilitates a balanced approach to the solution of the many physical, social,

psychological, and educational difficulties which warrant professional help for the elementary school child.

2. The staff also communicates with the non-school community through parental interviews and P. T. A. and community meetings. Such contacts help inform the community of school program changes and educational opportunities for neighborhood children.

Statement of the Problem

The problem for the Stage I evaluation was to assess the definition of the Elementary Counselors Program in terms of its comprehensiveness, its face validity, and its compatibility with the program environment.

Method

Because the definition of the Elementary Counselors Program was obtained near the end of the school year, it was not possible to conduct interviews to determine the compatibility of the program with the program environment. However, on June 20, 1967, a Stage I panel meeting was held to assess the comprehensiveness and face validity of the definition. The members of the panel were the Associate Director of Pupil Services for Guidance and Counseling, the supervisor of the elementary counselors, the Coordinator of Evaluation, the program evaluator, and a consultant. The consultant received the Bachelor's and Master's degrees from the University of Pittsburgh in the fields of educational research and educational psychology and is presently completing requirements for the PhD. He has Pennsylvania Certification for Secondary Schools in the fields of English, social studies, general science, and guidance counseling and two years of teaching experience in English. He is an adjunct lecturer in educational communication in the School of Education, University of Pittsburgh and an associate research scientist in the Institute for Instructional Research and Technology of the American Institutes for Research.

Results

The findings of the panel relative to comprehensiveness and face validity are presented in the following pages in a format which relates them, item by item, to the relevant sections of the program definition.

PROJECT ELEMENTARY COUNSELORS Page 1

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy GENERAL

Specific Dimensions	Program Definition	Judgments
I. Overall Statement of Objectives and Rationale for the Program	The Elementary Counselors Program is designed to provide and promote the early identification and treatment of those social, psychological, and educational problems which interfere with a child's educational attainment.	
II. Scope A. Number of Schools Involved	The program is operational in 11 public elementary schools and 10 parochial elementary schools. Each counselor is assigned to one public school, and he also spends one day a week in a nearby parochial school.	
B. The Grades or Ages of Participants	With one exception the public elementary schools are of the K to 6th grade type, and the counselor works with students in all six grades. In the parochial schools which are generally the K to 8th grade types, the counselor works primarily with seventh- and eighth-grade students.	
C. General Description of Staff	1. Supervisor of Guidance and Counseling (1) 2. Elementary counselors (11)	

PROJECT ELEMENTARY COUNSELORS

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy OUTCOMES

Specific Dimensions	Program Definition	Judgments
I. Major Objectives--changes expected to occur in program participants as a result of the program. There are two types of major objectives. A. Terminal Objectives--behaviors exhibited by participants at the end of the program which demonstrate successful completion of the program	As a result of the Elementary Counselors Program, the student will derive the following things: 1. Be able to deal more effectively with the various social, emotional, and educational problems encountered in the elementary school situation	This is not sufficiently specific. There are two approaches involved here: (1) guidance, which is preventive in nature; and (2) counseling, which is of a problem-solving nature. Elementary Counselors are responsible for guidance programs for all students, not simply those with specific problems. Counseling on a one to one basis is only a small part of the overall guidance program. The use of the word "Terminal" is questionable since the program has no specific "end." The emphasis on certain grade levels differs from year to year, but a student receives the services of the program through his sixth year of school. Upon entering the secondary school, the student receives the attention of the counseling staff there.

PROJECT ELEMENTARY COUNSELORS

Page 3

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy OUTCOMES

Specific Dimensions	Program Definition	Judgments
A. Terminal Objectives--behaviors exhibited by participants at the end of the program which demonstrate successful completion of the program (contd.)		Additional terminal and enabling objectives could be derived from the list of staff functions and duties if rephrased in terms of student behavior.
	2. Be referred to appropriate specialists (school physicians, psychologists, social workers, or the mental health team)	Number 2 is perhaps also an enabling objective. Students with special physical or social difficulties are referred to appropriate additional specialists. Counselors not only refer but also "follow up" on each such case, keeping track of the student's progress and working with the different specialists.
B. Ultimate Objectives--the long-range goals of the program. These are objectives to which the program hopefully contributes, but for which it does not have sole responsibility.	It is expected that the Elementary Counselors Program will contribute to the student's long-range educational development and aid him in becoming a well adjusted person.	

PROJECT ELEMENTARY COUNSELORS Page: 4

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy OUTCOMES

Specific Dimensions	Program Definition	Judgments
II. Enabling Objectives--the skills, attitudes, and information which students must acquire during the program to insure the accomplishment of the major objectives	No enabling objectives were identified for the Elementary Counselors Program.	
III. Other Benefits--benefits expected to accrue to other than program participants as a result of the program	The following by-product benefits will occur as a result of the Elementary Counselors Program: A. Teachers and other school staff will be supplied with information on the principles and techniques of guidance and on interpretation of test scores. B. Parents and guardians are educated in understanding their children's behavioral and attitudinal development problems and their achievement potential.	
IV. Criteria for Successful Completion of or Removal from the Program	The duration of any specific guidance program is dependent on the needs of the child and his progress in the program.	

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy ANTECEDENTS

Specific Dimensions	Program Definition	Judgments
I. Participants A. Selection Characteristics--the criteria that are used to determine who shall participate in the program	All children in grades one through six of participating elementary schools in deprived areas are automatically eligible for the Elementary Counselors Program. Referrals for specific guidance and counseling come from the following sources: 1. School administrators 2. Teachers 3. Elementary counselors 4. School social workers 5. Parents and guardians 6. Students	
B. Entering Behaviors--characteristics of participants (other than selection characteristics) which are related to performance in the program	While most of the students participating in the Elementary Counselors Program have relatively few attitudinal and behavioral problems, some of the children have the following: 1. Social-behavior difficulties 2. Educational adjustment problems 3. Vocational difficulties 4. Personal and home problems	

PROJECT ELEMENTARY COUNSELORS Page 6

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy ANTECEDENTS

Specific Dimensions	Program Definition		Judgments
II. Staff--qualifications with respect to specific positions			
Staff Member	Professional Qualifications	Personal Qualifications	
Elementary Counselor	1. Teaching certificate 2. Formal coursework and/or in-service training in counseling theory and techniques 3. Successful elementary school teaching experience	1. Sincere interest in understanding children 2. Self-confidence 3. The ability to cooperate with others on the school staff 4. Flexibility and adaptability in educational situations 5. A sense of humor	Social work certification is also acceptable. Number 2 could be summarized as follows: "A State of Pennsylvania counseling certificate." A minimum of three years experience is necessary. The ability to cooperate with community groups, organizations, and parents is also essential. In connection with "Personal Qualifications," the criteria and process by which staff members are chosen are not specifically described.

PROJECT ELEMENTARY COUNSELORS Page 7

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy ANTECEDENTS

<table>
<tr><th>Specific Dimensions</th><th colspan="2">Program Definition</th><th>Judgments</th></tr>
<tr><th>Staff Member</th><th>Professional Qualifications</th><th>Personal Qualifications</th><th></th></tr>
<tr><td>Supervisor of Elementary Counselors</td><td>1. Same as for Elementary Counselor
2. In addition, experience as an Elementary Counselor</td><td>Same as for Elementary Counselor</td><td></td></tr>
<tr><td>III. Support
A. Administrative Support--administrative personnel who cooperate in carrying out the program</td><td colspan="2">1. The Associate Director of Guidance and Counseling, the Associate Superintendent of School Services, and the Director of Pupil Services make all supervisory decisions on such problems as financial support, scheduling, conferences, and in-service training.
2. As the chief administrator in the local schools, the principal supports the program by allocating physical facilities to the counselors. He cooperates with the program staff in coordinating guidance and counseling with all other aspects of the educational program.</td><td></td></tr>
</table>

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy ANTECEDENTS

Specific Dimensions	Program Definition	Judgments
B. Human Resources--non-administrative and non-staff personnel whose contributions and cooperation are necessary to the operation of the program	The cooperation of both teachers and professionals who provide specialized services for students is essential to the effective operation of the program.	
C. Media--the materials and supplies required for program activities	In providing guidance and counseling to students, the elementary counselors make extensive use of the following media: 1. Audio-visuals for adjustment and vocational programs 2. Books, pamphlets, and other resource literature 3. Standardized testing material 4. Cumulative record files	
D. Facilities	Elementary counselors are provided with office space in the various schools they serve. The office, which may be either private or shared with other staff, generally contains the following equipment: 1. A desk and chairs 2. A filing cabinet 3. A typewriter 4. A telephone	The counselors are also provided with some type of working space for group guidance meetings with students.

PROJECT ELEMENTARY COUNSELORS Page 9

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy ANTECEDENTS

Specific Dimensions	Program Definition	Judgments
IV. Time Constraints	The Elementary Counselors Program operates throughout the school year. The number of contacts a child has with his counselor, either in a group or as an individual, depends on the needs of the particular child.	

PROJECT ELEMENTARY COUNSELORS

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy PROCESS

Specific Dimensions	Program Definition	Judgments
I. Participant Activities--the day-to-day program activities that will ultimately lead to the achievement of objectives	Activities in the Elementary Counselors Program are dependent on the kind of student being served: A. Potential Scholars These students participate in group counseling sessions designed to help them improve their study habits and reading ability. B. Slow Learners 1. Those with special learning problems are provided with tutors. 2. Others are given remedial instruction and are encouraged to participate in meetings in which their classroom problems and means of solving them are discussed. C. Discipline Problems These students take part in meetings in which they discuss such things as class attitudes and behavior and educational opportunities. D. Students Needing Vocational Guidance These students are encouraged to discuss work aspirations, to hear persons from various occupations describe their work, and to go on field trips with counselors to see different occupations first hand.	Activities A through D are simply illustrations of types of activities which elementary counselors may offer. They do not tutor students; they help provide tutors. Some may have students who are slow learners and will thus help provide specialists to work with them. Indeed, one of the most typical activities is not even mentioned: students who are having learning difficulties (as evidenced by poor report cards) are talked with by the elementary counselors to determine the cause of and possible solutions to their problems. Potential Scholars and Slow Learners can be subsumed under a more inclusive title such as "Learning Adjustment" or "Learning Problems." Almost all students in grade levels one through six are relatively uninformed about vocations and need guidance in the matter. Some of these activities, if

PROJECT ELEMENTARY COUNSELORS Page 11

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy PROCESS

Spetific Dimensions	Program Definition	Judgments
I. Participant Activities--the day-to-day program activities that will ultimately lead to the achievement of objectives (contd.)		phrased in terms of benefits to students and written as examples of types of guidance counseling, would be terminal or enabling objectives.

PROJECT ELEMENTARY COUNSELORS

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy PROCESS

Specific Dimensions	Program Definition		Judgments
II. Staff Functions and Activities A. Staff Functions and Duties with Respect to Specific Positions			
Staff Members	**Functions**	**Duties**	
Elementary Counselor	1. Provides guidance and counseling programs for elementary school children	a. Identifies the problems or areas in which elementary school children need professional assistance b. Provides for the early identification of a child's ability c. By testing and placement helps insure optimal adjustment of the child in the educational program	The elementary counselor also works closely with the teaching staff in planning and implementing such programs.

PROJECT ELEMENTARY COUNSELOR'S   Page 13

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy PROCESS

Specific Dimensions	Program Definition		Judgments
Staff Members	Functions	Duties	
Elementary Counselor (contd.)		d. Keeps cumulative records on student academic progress e. Acquaints students with the importance of study habits and reading skills f. Begins to acquaint students with the "world of work" by providing vocational speakers, films, trips, and discussions	
	2. Gathers and disseminates information on guidance and counseling	a. Reviews and selects relevant material from the literature b. Provides information on guidance to teachers c. Meets with parents to explain the guidance service and helps them understand the child in his school environment	

PROJECT ELEMENTARY COUNSELORS

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REPORT OF PANEL PROCEEDINGS

Section of Taxonomy PROCESS

Specific Dimensions	Program Definition		Judgments -
Staff Members	Functions	Duties	
Elementary Counselor (contd.)	3. Helps coordinate activities of other school specialists as they pertain to educational adjustment		
Supervisor of Elementary Counselors	1. Helps administer and coordinate the program	a. Helps devise and implement in-service training programs and conferences b. Provides field supervision of counselors c. Is a liaison with other Pupil Services and community organizations	
	2. Provides assistance in special areas by presenting new information on counseling theory and technique		

PROJECT ELEMENTARY COUNSELOR Page 15

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy PROCESS

Specific Dimensions	Program Definition	Judgments
B. Intra-staff Communication and Coordination	The Associate Director of Guidance and the Supervisor of the Elementary Counselors are the major intra-staff communication links. Through personal meetings, telephone contacts, frequent counselors' meetings, and in-service training programs, there is a sharing of ideas, problems, and professional information among all staff members.	The elementary counselors meet regularly as a group to discuss issues particularly relevant to their duties and functions.
C. Communication Between Program Staff and Others	1. There is considerable information sharing through personal contacts, meetings, and conferences involving counselors, administrators, teaching staff, and special services personnel. Such close and continuous interaction facilitates a balanced approach to the solution of the many physical, social, psychological, and educational difficulties which warrant professional help for the elementary school child. 2. The staff also communicates with the non-school community through parental interviews and P.T.A. and community meetings. Such contacts help inform the community of school program changes and educational opportunities for neighborhood children.	The elementary counselors meet regularly with other guidance personnel in the secondary schools to discuss techniques and problems common to both groups.

Discussion and Conclusions

On the basis of the panel meeting, it can be stated that the program definition for the Elementary Counselors Program is not sufficiently comprehensive. Areas that require further expansion and clarification are enabling objectives, time constraints, qualifications and duties of the supervisor and counselors, and student activities.

Much progress in these areas was made at a year-end workshop held for all members of the program staff during the last week of June 1967. The program staff was divided into committees to consider the areas of the definition which needed expansion, as well as the procedures and forms that should be used in the schools and the 1967 work calendar.

The information gained at this workshop has been used to make the definition of the program more comprehensive. Now that the document is more comprehensive, it will be possible to assess its face validity. In the future, interviews will be conducted to determine the compatibility of the program with the program environment.

APPENDIX A

Appendix A

GROUP INTERVIEW SCHEDULE
ELEMENTARY COUNSELORS PROGRAM

1. What are the major objectives of this program in terms of student behavior? (What does the program expect to accomplish for students? What should students be able to do as a result of participation in this program?)

2. What are the criteria for enrolling and keeping students in the program? (On what basis are individual students enrolled in the program--by school, grade, subject, personal characteristcs, or performance? Do participating students become ineligible for the program after meeting certain performance standards or after a specified period of time?)

3. What are the assumptions, if any, regarding the entering skills, knowledge, and attitudes of the students enrolled in the program? (Are students assumed to have certain entering behavior and/or levels of competency which are prerequisite to success in or benefit from the program?)

4. What staff is required to carry out the program--teachers, supervisors, coordinators, specialists, paraprofessionals, etc.? What are the functions of staff members in the program? (How does each level of staff promote the objectives of the program?)

5. What are the qualifications of staff members for fulfilling these functions? (What levels of competency are required or assumed?)

6. What are the specific behaviors expected of each group of staff members? (What specific tasks relevant to the program are to be performed and how are these to be performed?)

7. What materials, equipment, and supplies are required to carry out the program? How will these contribute to the objectives of the program?

8. What activities are specified for students in the program? Is there a necessary sequence for these? How will student activities contribute to the objectives of the program? (How will they affect the student in order to elicit specific behaviors--by structuring perceptions, developing skills, fostering attitudes, etc.?)

9. When and for how long does the program take place? (Does it begin and end on specific dates? Does it continue from year to year? What is the duration of treatment for the individual student--one class period per day for a school year, entire school day for one or more years, etc. ?)

10. How and to what extent do program staff members at various levels of authority communicate in regard to the purposes, methods, and operations of the program?

11. What administrative support is necessary to operate the program? (What facilities and scheduling of classes are needed?) What steps are taken to ensure this support?

5. EXPLORATORY OVT PROGRAM

5. EXPLORATORY OVT PROGRAM

Introduction

History of the Program

The objectives of the occupational-vocational-technical (OVT) education program currently adopted by the Pittsburgh Board of Public Education were first outlined in D. D. Dauwalder's report on vocational education in the Pittsburgh Public Schools,[1] a report resulting from a detailed investigation into all phases of the industrial economy in the local region. Its coverage included employment and unemployment trends, the industries and their needs and programs, educational facilities from elementary school through college, present and proposed vocational education, and points of contact between the student and the community. One of the major recommendations of the report was that current and future high school students be given some specified occupational, vocational, technical, and professional training at the public high school level.

In developing a job-centered curriculum at the high school level, it was recognized that students may not be ready in grades 9 or 10 to choose a job area for study in grade 11 without previous exposure to a variety of areas. Therefore, the Exploratory OVT Program was designed to provide all students with some experience in specified occupational, vocational, and technical areas. It was proposed that the program consist of a broad set of exploratory experiences at the middle school level (grades 6, 7, and 8). One of its objectives would be to provide the student with a method of exploring the world of work for increased occupational awareness. The planned experiences would become narrower in focus and greater in depth as the student advanced from the ninth to the tenth grade. Another objective would be to provide more appropriate experience and guidance toward the selection of a job-centered curriculum in grade 11. The experiences themselves would be designed to provide increased knowledge and skill in the concepts and processes involved in a wide variety of occupational fields.

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[1] See pages 56-68 of Vocational Education in the Pittsburgh Public Schools, Pittsburgh Board of Public Education, 1963.

During the 1966-1967 school year, six pilot schools (Conroy Junior High, Herron Hill Junior High, Knoxville Junior High, Latimer High, Prospect Junior High, and Westinghouse High) were selected to implement an exploratory program in the vocational area of industrial arts in lieu of the traditional industrial arts program. The laboratories in these schools were renovated around four broad vocational areas: (1) visual communication, (2) construction, (3) manufacturing, and (4) power transportation. Appendix A presents the vocational curriculum plan for broad exposure to all job areas in grades 6, 7, and 8, a narrowing of focus in grades 9 and 10, and choice of specific job area in grades 11 and 12. This appendix represents an overview of student progress through the developmental curriculum.

In conjunction with Eastman Kodak, curriculum writing on visual communications was completed in the summer of 1967. At that time it was decided to rewrite the other three areas in similar form. For the 1967-1968 school year, plans are being made to remodel laboratories at eight additional schools. Because of problems with space, these are to be general rather than unit laboratories. Table I indicates the areas that will be established at each of these schools.

Table 1

New Exploratory Industrial Arts Laboratories Being Established in the 1967-1968 School Year

School	Laboratory			
	Visual Communication	Construction	Manufacturing	Power Transport.
Fifth Avenue	X		X	
Frick	X	X		
Greenfield		X	X	
McNaugher	X	X		X
Oliver	X		X	X
Peabody		X	X	
South High		X		
Stevens Elementary		X	X	

Description of the Program

The Exploratory OVT Program definition meeting was held at the Administration Building on April 15, 1967. Teachers from each of the six pilot schools attended the meeting, as well as either the principal or vice-principal and one counselor from each school. Also present were the Director of the OVT Program, the Supervisor for Exploratory OVT, representatives from the Office of Research, and a home economics and business teacher since it is planned to add both of these areas to the program. Three discussion groups were formed, each with two principals or vice-principals, two counselors, and four to six shop teachers. Each group addressed itself to a series of questions formulated by the Office of Research to elicit specific information about the program (see Appendix B for Group Interview Schedule). The product of this meeting was the formal program definition which was mailed to all members of the staff on June 15, 1967. A copy of that definition is presented in the following section to provide a complete description of the program.

Exploratory OVT Program Definition

GENERAL

I. Overall Statement of Objectives and Rationale for the Program

The student receives exposure to the world of work by being rotated through four exploratory laboratories: Manufacturing, Power, Construction, and Visual Communication.

II. Scope

A. Number of Pupils and Schools Involved

There are 2,772 pupils involved in the program who are distributed in six schools as follows:

Conroy Jr. High	226
Herron Hill Jr. High	496
Knoxville Jr. High	505
Prospect Jr. High	504
Westinghouse High	568
Latimer High	473
	2,772

B. Grades or Ages of Participants

All boys in grades 7 and 8 in the above-listed schools participate in the program.

C. General Description of Staff

1. Director (1)
2. Supervisor (1)
3. Shop Teachers (23)
4. Instructional Leader (1)
5. Expeditor (1)
6. Teacher's Aide (1)

OUTCOMES

I. Major Objectives--changes expected to occur in program participants as a result of the program. There are two types of major objectives.

A. Terminal Objectives--behaviors exhibited by participants at the end of the program which demonstrate successful completion of the program

By the end of the Exploratory OVT Program, the student will have the following things:

1. Knowledge of four industrial areas: manufacturing, power, construction, and visual communications
2. A sensitivity to the question of where he will best fit in the working world gained through actual exposure to the basic concepts and use of tools and equipment in the four industrial areas
3. A knowledge of relationships between different areas of vocational training

B. Ultimate Objectives--the long range goals of the program. These are objectives to which the program hopefully contributes, but for which it does not have sole responsibility.

Those students pursuing vocational and technical careers should maintain an interest in industrial subjects in grades 9 and 10, leading to specialization in grades 11 and 12.

Because of their experience in the Exploratory OVT Program, it is hoped that all students will ultimately do the following things:

1. Use their leisure time constructively
2. Understand the workings of our technical society
3. Experience the therapeutic value of working with their hands as a means of releasing tension
4. Recognize the importance of academic skills such as mathematics in pursuing a vocational career

II. Enabling Objectives--the skills, attitudes, and information which students must acquire during the program to insure the accomplishment of the major objectives

In order to succeed in the Exploratory OVT Program, the student must first develop knowledge in the following areas:

A. Basic concepts and ideas in each of the four laboratories

B. The use of various tools and equipment

C. Safety practices

D. How to work with others in groups

III. Other Benefits--benefits expected to accrue to other than program participants as a result of the Exploratory OVT Program

A. Increased holding power in the schools

B. A decrease in the feeling that "industrial work is dirty work"

C. Higher motivation for teachers to expand their present skills and develop new ones

IV. Criteria for Successful Completion of or Removal from the Program

A student automatically leaves the Exploratory OVT Program at the end of the eighth grade. If he is shown to be a danger to himself and other students, he may be taken out of the program before that time.

ANTECEDENTS

I. Participants

A. Selection Characteristics--the criteria that are used to determine who shall participate in the program

All seventh- and eighth-grade boys (except those who may prove a hazard to themselves or others) in the schools in the pilot study participate in the program. These schools are (1) Conroy Junior High, (2) Herron Hill Junior High, (3) Knoxville Junior High, (4) Latimer Junior High, (5) Prospect Junior High, and (6) Westinghouse High.

These schools represent socioeconomic settings in which there is the most need for occupational information. In addition, the organization of the school programs lends itself to the adjustments required for the OVT Program.

B. Entering Behaviors--characteristics of participants (other than selection characteristics) which are related to performance in the program

1. The student participants in the Exploratory OVT Program exhibit a wide range of mechanical and technical skills. Some have considerable knowledge of the care and use of tools. Special education students often have a good crafts background.

2. The participants have low or lower-middle economic backgrounds.

3. The participants feel that industrial work is "lower-class."

II. Staff--qualifications with respect to specific positions

Staff Member	Professional Qualifications	Personal Qualifications
Director		
Supervisor		
Shop Teacher	1. A college degree 2. Practical experience 3. A qualified tradesman 4. Course work in industrial education methods	1. The ability to relate to people 2. Ingenuity 3. Flexibility 4. Adaptability 5. A dedication to teaching 6. Organizational ability (able to manage several groups doing different things in shop)
Instructional Leader		

Staff Member	Professional Qualifications	Personal Qualifications
Expeditor		
Teacher's Aide		

III. Support

A. Administrative Support--administrative personnel who cooperate in carrying out the program

The principals in the individual schools support the Exploratory OVT Program by doing the following things:

1. Assuming responsibility for the master schedule

2. Making classroom assignments

3. Allocating space to the program

B. Human Resources--non-administrative and non-staff personnel whose contributions and cooperation are necessary to the operation of the program

The counselors in the participating schools support the program by working out student schedules.

C. Media--the materials, supplies, and equipment required for program activities

The following media are used in the Exploratory OVT Program:

1. The basic machines and tools necessary for each industrial area

2. Supplies

3. Audio-visual aides (slides, film strips, projectors)

4. Textbooks

D. Facilities

The following are the facilities necessary for the operation of the Exploratory OVT Program:

1. Adequate shop space
2. Teachers' desks and chairs
3. Files

IV. Time Constraints

Students participate in the Exploratory OVT Program for two semesters in grade 7 and two semesters in grade 8. They meet five days a week for one full period.

PROCESS

I. Participant Activities-- the day-to-day program activities that will ultimately lead to the achievement of objectives

In each area a sequential teaching procedure with three components is followed:

A. Preliminary preparation--the student is given an introductory talk or lecture on the names and uses of tools and processes.

B. Demonstration--the student watches the instructor demonstrate the use of tools.

C. Participation--the student learns process and use by active participation.

The individualized nature of instruction allows for more or less exposure at particular points in the program. If the teacher has time and facilities are available, interested students may be given more exposure. However, students all must engage in each sequence.

II. Staff Functions and Activities

A. Staff Functions and Duties with Respect to Specific Positions

Staff Members	Functions	Duties
Director		
Supervisor	1. Acts as liaison between the Board and the schools 2. Supervises the program	a. Visits the various shops b. Helps evaluate teachers a. Provides instructional help b. Orders materials
Shop Teacher	Exposes student to exploratory industrial arts	a. Organizes courses b. Lectures c. Demonstrates d. Directs projects e. Gives individual help f. Counsels Keeps up with new trends
Instructional Leader	1. Teacher 2. Coordinates the activities of teachers in an individual school 3. Acts as liaison between school administration and teachers	a. Advises teachers b. Does group planning
Expeditor	Acts as a "trouble-shooter"	Sees that materials and equipment get to the right people
Teacher's Aide		a. Clerical duties b. Clean-up duties c. Prepares audio-visual materials

B. Intra-staff Communication and Coordination

1. In-service training on a city-wide basis
2. Periodic meetings averaging twice a month with the supervisor
3. Memos and announcements
4. Informal meetings and conversations as the need arises

C. Communication Between Program Staff and Others

1. Regularly scheduled meetings of the Exploratory OVT staff with principals
2. Principals' daily visits to the shops to learn teachers' needs
3. Meetings between instructional leaders and individual teachers

Statement of the Problem

The problem of evaluation was to judge the definition of the program with respect to its comprehensiveness, its face validity, and its compatibility with the program environment.

Method

Interviews to determine the compatibility of the Exploratory OVT Program were conducted on a face-to-face basis. Although time did not permit visits at Knoxville and Prospect junior high schools, all Exploratory OVT teachers at Conroy Junior High, Herron Hill Junior High, Latimer High, and Westinghouse High were interviewed. Individual interviews were arranged, usually in the shops during a free hour, except at Herron Hill where a group interview was held. The vice-principals at Herron Hill Junior High and the vice-principal and counselor at Westinghouse were interviewed at their schools. All interviews were conducted by either the program evaluator or another member of the evaluation staff. The questions used for these interviews appear in Appendix C.

To judge the comprehensiveness and the face validity of the program definition, a Stage I Panel Meeting was held for the program on June 15, 1967. The members of the panel were the program evaluator, the program director, a research assistant from the evaluation staff, the coordinator of evaluation, and a consultant employed by the evaluation staff. The consultant had received his Bachelor's and Master's degrees from the University of Pittsburgh in the fields of educational research and educational psychology and is presently completing requirements for his Ph.D. He has Pennsylvania Certification for Secondary Schools in the fields of English, social studies, general science, and guidance counseling and has had two years of experience teaching English. He is an adjunct lecturer in educational communication in the School of Education, University of Pittsburgh, and is an associate research scientist in the Institute for Instructional Research and Technology of the American Institutes for Research.

Results

From the interviews and the Stage I Panel Meeting two sets of results were obtained. The first of these, the responses of interviewees to questions regarding compatibility, is given in the following pages.

RESPONSES OF INTERVIEWEES

Time

Question 1

How much time per day (or per week) do students of grades 7 and 8 spend in Exploratory OVT? (Try to get specific student examples--not what they should be doing.)

Responses by School

A. Five periods per week
B. Two double periods per week
C. Five periods per week
D. Five periods per week

Question 2

How are the students rotated through the four different shops: visual communications, construction, manufacturing, or power-transportation?

Responses by School

A. Only 2 shops operating
B. Students are given exposure to a different shop in each of their four semesters (during seventh and eighth grades)
C. Students are given exposure to a different shop in each of their four semesters (during seventh and eighth grades)
D. Students are given exposure to a different shop in each of their four semesters (during seventh and eighth grades)

Question 3

What activity does the student give up in order to participate in Exploratory OVT?

Responses by School

A. Didn't know
B. Fine arts, gym, reading
C. Didn't know
D. Fine arts, gym

Question 4

Are there some students (other than females) who do not participate?

Responses by School

A. Students who take orchestra get only a partial exposure.
B. If student proves to be a hazard to himself or others, he is kept out of shop.
C. In eighth grade, Scholars and those in orchestra have only a partial exposure (usually 1/2 time).
D. Scholars are on a three days a week basis (rather than five).

Staff

Question 5

Are all shops fully staffed?

Responses by School

A. Yes, although this school has only two shops
B. Yes
C. Yes
D. Yes

Facilities and Media

Question 6

Are all four Exploratory Industrial Arts Labs fully equipped?

Responses by School

A. Two shops were completed and operating at the time of the interviews in May.

B. None of the shops had been completed when school opened in September, but teaching was going on with the limited facilities available.
C. Still had problems with equipment and replacements.
D. The construction lab was not completed until April. The manufacturing lab was unable to use its welding equipment because it had not yet received a curtain.

Question 7

In order to build the four labs, what space (other than that previously used for OVT) was added?

Responses by School

A. None
B. None
C. None
D. None

Question 8

Do you feel the gains to students are worth the reorganization of school space?

Responses by School

A. Definitely, particularly for area in which the school is located.
B. Yes, gives students a more varied experience. There is a big difference in kinds of activities.
C. Yes, provides a broad base to select future occupation.
D. Positively. Exposes students to 50-100 different areas of experience.

The findings of the panel relative to the criteria of comprehensiveness and face validity are presented in the following pages in a format which relates them, item by item, to specific parts of the taxonomy and of the program definition.

PROJECT EXPLORATORY OVT

Page 1

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy GENERAL

Specific Dimensions	Program Definition	Judgments
I. Overall Statement of Objectives and Rationale for the Program	The student receives exposure to the world of work by being rotated through four exploratory laboratories: Manufacturing, Power, Construction, and Visual Communication.	
II. Scope A. Number of Pupils and Schools Involved	There are 2,772 pupils involved in the program who are distributed in six schools as follows: Conroy Jr. High 226 Herron Hill Jr. High 496 Knoxville Jr. High 505 Prospect Jr. High 504 Westinghouse High 568 Latimer High 473 2,772	
B. Grades or Ages of Participants	All boys in grades 7 and 8 in the above-listed schools participate in the program.	
C. General Description of Staff	1. Director (1) 2. Supervisor (1) 3. Shop Teachers (23) 4. Instructional Leader (1) 5. Expeditor (1) 6. Teacher's Aide (1)	The Instructional Leader, the Expeditor, and the Teacher's Aide are not actual members of the Exploratory OVT Program staff.

PROJECT EXPLORATORY OVT

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy OUTCOMES

Specific Dimensions	Program Definition	Judgments
I. Major Objectives--changes expected to occur in program participants as a result of the program. There are two types of major objectives. A. Terminal Objectives--behaviors exhibited by participants at the end of the program which demonstrate successful completion of the program	By the end of the Exploratory OVT Program, the student will have the following things: 1. Knowledge of four industrial areas: manufacturing, power, construction, and visual communications	The terminal objectives are not stated in behavioral terms. How does the student demonstrate "familiarity" with four industrial areas? Number one might be better stated as follows: "The student will demonstrate an awareness of the range of activities, materials, and principles of action involved in each field." This is demonstrated by a paper and pencil test.
	2. A sensitivity to the question of where he will best fit in the working world gained through actual exposure to the basic concepts and use of tools and equipment in the four industrial areas	How is this "growing awareness" demonstrated? "Exposure" is important, but how can it be measured? Could aptitude and interest measures be applied in the program? What specific understandings are important?

PROJECT EXPLORATORY OVT

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy OUTCOMES

Specific Dimensions	Program Definition	Judgments
A. Terminal Objectives--behaviors exhibited by participants at the end of the program which demonstrate successful completion of the program (contd.)	3. A knowledge of relationships between different areas of vocational training	
B. Ultimate Objectives--the long range goals of the program. These are objectives to which the program hopefully contributes, but for which it does not have sole responsibility	Because of his experience in the Exploratory OVT Program, it is hoped that the student will ultimately do the following things:	
	1. Maintain an interest in industrial subjects in grades 9 and 10, leading to specialization in grades 11 and 12	Some definition of how the student maintains interest needs to be indicated.
	2. Use his leisure time constructively	How does the program specifically relate to use of leisure time?
	3. Understand the workings of our technical society	Number three is the same as number one under Terminal Objectives.
	4. Experience the therapeutic value of working with his hands as a means of releasing tension	This might be better stated as "Create an additional option in finding satisfaction for some participants." Some relationship exists and could be pointed out between numbers two and four.

PROJECT EXPLORATORY OVT

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy OUTCOMES

Specific Dimensions	Program Definition	Judgments
B. Ultimate Objectives--the long range goals of the program. These are objectives to which the program hopefully contributes, but for which it does not have sole responsibility. (contd.)	5. Recognize the importance of academic skills such as mathematics in pursuing a vocational career	Might better be stated as "Student will be motivated to acquire academic skills as a result of seeing their relevance for a vocational career."
II. Enabling Objectives--the skills, attitudes, and information which students must acquire during the program to insure the accomplishment of the major objectives	In order to succeed in the Exploratory OVT Program, the student must first develop knowledge in the following areas:	
	A. Basic concepts and ideas in each of the four laboratories	What are the specific objectives for each of the four laboratories?
	B. The use of various tools and equipment	
	C. Safety practices	
	D. How to work with others in groups	Even while working with others, the student must be able to measure his own progress with regard to his abilities. The student must develop his understandings to a point at which he can work independently.

PROJECT EXPLORATORY OVT

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy OUTCOMES

Specific Dimensions	Program Definition	Judgments
III. Other Benefits--benefits expected to accrue to other than program participants as a result of the Exploratory OVT Program	1. Increased holding power in the schools 2. A decrease in the feeling that "industrial work is dirty work."	Number 2 should not be stated under "Other Benefits", and might be reworded as "low status work" and listed as an attitude objective. May be a terminal objective rather than enabling.
	3. High motivation for teachers to expand their present skills and develop new ones	Number 3 might be restated as follows: "Higher motivation for teachers to expand their present teaching skills, as well as keeping up with current information on their area of endeavor."
IV. Criteria for Successful Completion of or Removal from the Program	A student automatically leaves the Exploratory OVT Program at the end of the eighth grade. If he is shown to be a danger to himself and other students, he may be taken out of the program before that time.	

PROJECT EXPLORATORY OVT

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy ANTECEDENTS

Specific Dimensions	Program Definition	Judgments
I. Participants **A. Selection Characteristics--the criteria that are used to determine who shall participate in the program**	**All seventh- and eighth-grade boys (except those who may prove a hazard to themselves or others) in the schools in the pilot study participate in the program. These schools are (1) Conroy Junior High, (2) Herron Hill Junior High, (3) Knoxville Junior High, (4) Latimer Junior High, (5) Prospect Junior High, and (6) Westinghouse High.** **These schools represent socioeconomic settings in which there is the most need for occupational information. In addition, the organization of the school programs lends itself to the adjustments required for the OVT Program.**	
B. Entering Behaviors--characteristics of participants (other than selection characteristics) which are related to performance in the program	**1. The student participants in the Exploratory OVT Program exhibit a wide range of mechanical and technical skills. Some have considerable knowledge of the care and use of tools Special education students often have a good crafts background.** **2. The participants have low or lower-middle economic backgrounds.** **3. The participants feel that industrial work is "lower-class."**	**If number 2 accurately describes participants, number 3 may not be true. Do the lower classes see these jobs as lower-class?**

PROJECT EXPLORATORY OVT

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy ANTECEDENTS

Specific Dimensions	Program Definition		Judgments
II. Staff--qualifications with respect to specific positions			
Staff Member	Professional Qualifications	Personal Qualifications	
Director			Director has a leadership function not directly related to this program and belongs under Administrative Support.
Supervisor			The qualifications for the Supervisor are the same as the Board has. He must have a Master's degree and should have a counseling background.
Shop Teacher	1. A college degree 2. Practical experience 3. A qualified tradesman 4. Course work in industrial education methods	1. The ability to relate to people 2. Ingenuity 3. Flexibility 4. Adaptability 5. A dedication to teaching	Professional qualifications 2 and 3 for the Shop Teacher do not apply for this grade level. Another personal qualification for Shop Teachers is the ability to

PROJECT EXPLORATORY OVT

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy ANTECEDENTS

Specific Dimensions	Program Definition		Judgments
II. Staff--qualifications with respect to specific positions (contd.)			
Staff Member	Professional Qualifications	Personal Qualifications	
Shop Teacher (contd.)			visualize and carry out their guidance functions.
Instructional Leader			The Instructional Leader, the Expeditor, and the Teacher's Aide are not actual members of the Exploratory OVT Program staff.
Expeditor			
Teacher's Aide			

PROJECT EXPLORATORY OVT

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy ANTECEDENTS

Specific Dimensions	Program Definition	Judgments
III. Support A. Administrative Support--administrative personnel who cooperate in carrying out the program	The principals in the individual schools support the Exploratory OVT Program by doing the following things: 1. Assuming responsibility for the master schedule 2. Making classroom assignments 3. Allocating space to the program	The Director also belongs under Administrative Support.
B. Human Resources--non-administrative and non-staff personnel whose contributions and cooperation are necessary to the operation of the program	The counselors in the participating schools support the program by working out student schedules.	
C. Media--the materials, supplies, and equipment required for program activities	The following media are used in the Exploratory OVT Program: 1. The basic machines and tools necessary for each industrial area 2. Supplies 3. Audio-visual aids (slides, film strips, projectors) 4. Textbooks	Machines are facilities rather than media. Has curriculum been developed that should be included under media?

PROJECT EXPLORATORY OVT

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy ANTECEDENTS

Specific Dimensions	Program Definition	Judgments
D. Facilities	The following are the facilities necessary for thé operation of the Exploratory OVT Program:	
	1. Adequate shop space	Number 1 should read "Adequate shop space and machinery."
	2. Teachers' desks and chairs 3. Files	
IV. Time Constraints	Students participate in the Exploratory OVT Program for two semesters in grade 7 and two semesters in grade 8. They meet five days a week for one full period.	Is time sufficient to accomplish objectives?

PROJECT EXPLORATORY OVT

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy PROCESS

Specific Dimensions	Program Definition	Judgments
I. Participant Activities--the day-to-day program activities that will ultimately lead to the achievement of objectives	In each area a sequential teaching procedure with three components is followed:	"A sequential teaching procedure with three components is followed." might more accurately be stated "The teaching procedure has three components as follows."
	A. Preliminary preparation--the student is given an introductory talk or lecture on the names and uses of tools and processes.	The components do not necessarily take place in any specific order.
	B. Demonstration--the student watches the instructor demonstrate the use of tools.	To make this statement accurate, the following phrase should be added: "or observes the operation being performed in an actual setting."
	C. Participation--the student learns process and use by active participation. The individualized nature of instruction allows for more or less exposure at particular points in the program. If the teacher has time and facilities are available, interested students may be given more exposure. However, all students must still engage in the sequence.	

PROJECT EXPLORATORY OVT

Page 12

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy PROCESS

Specific Dimensions	Program Definition		Judgments
II. Staff Functions and Activities A. Staff Functions and Duties with Respect to Specific Positions			
Staff Members	Functions	Duties	
Director			Director belongs under administrative support.
Supervisor	1. Acts as liaison between the Board and the schools	a. Visits the various shops b. Helps evaluate teachers	
	2. Supervises the program	a. Provides instructional help b. Orders materials	The Supervisor's second function might better be stated as "Supervises and coordinates instructional activities for the program."
Shop Teacher	Exposes student to exploratory industrial arts	a. Organizes courses b. Lectures c. Demonstrates d. Directs projects	The Shop Teacher has a second function which might be stated as "Adapts program to individual needs of students."

PROJECT EXPLORATORY OVT

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy PROCESS

Specific Dimensions	Program Definition		Judgments
Staff Members	Functions	Duties	
Shop Teacher (contd.)		e. Gives individual help f. Counsels Keeps up with new trends	The Instructional Leader, the Expeditor and the Teacher's Aide are not actual members of the Exploratory OVT Program staff.
Instructional Leader	1. Teacher 2. Coordinates the activities of teachers in an individual school 3. Acts as liaison between school administration and teachers	a. Advises teachers b. Does group planning	
Expeditor	Acts as a "trouble-shooter"	Sees that materials and equipment get to the right people	
Teachers's Aide		a. Clerical duties b. Clean-up duties c. Prepares audio-visual materials	

PROJECT EXPLORATORY OVT

Page 14

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy PROCESS

Specific Dimensions	Program Definition	Judgments
B. Intra-staff Communication and Coordination	**1. In-service training on a city-wide basis** **2. Periodic meetings averaging twice a month with the supervisor** **3. Memos and announcements** **4. Informal meetings and conversations as the need arises**	
C. Communication Between Program Staff and Others	**1. Regularly scheduled meetings of the Exploratory OVT staff with principals** **2. Principals' daily visits to the shops to learn teachers' needs** **3. Meetings between instructional leaders and individual teachers.**	**Number 3 is no longer relevant since the instructional leader is not considered a part of program staff.**

Discussion and Conclusions

Unfortunately, the findings on program compatibility were not presented at the panel meeting. However, on the basis of the interviews held with field staff and the discussion of the program at the panel meeting, the evaluator concluded that Exploratory OVT as a new program in the schools faces the problem of having to compete with already existing subject matter for the time available. Increasingly, choices must be made between subject matter areas and the amount of time that will be allocated to each. In order for seventh- and eighth-graders to be able to take Exploratory OVT, it was found necessary in most of the schools to cut the amount of time spent in either fine arts or gym or both. One counselor pointed out that students spend more than the state requirement of time in gym and that this is, therefore, a legitimate reservoir from which time can be "borrowed." One school mentioned an occasional conflict between students taking reading and Exploratory OVT--this could be a real source of incompatibility. When students are in orchestra, the exposure to OVT is only part time. Eighth-graders who are in the Scholars Program also get only a partial exposure.

There were no conflicts over the space utilized by the Exploratory OVT Program since it was, in all cases, former shop space. This year because of the slowness in getting the shops renovated into laboratories, many schools did not have fully operating facilities when they opened in September. When the interviews were carried out in May, some were still not fully equipped. (No curtain for the welding section, for example, made it impossible to use some of the equipment, although other related processes such as riveting and soldering were available. There was, however, an ongoing program in all the schools.

With regard to comprehensiveness, it was the feeling of the panel that the objectives of the program definition are not stated in behavioral terms--it is not clear what changes program staff expect students to demonstrate upon completion of the program. In order to make the definition complete, each area--manufacturing, construction, visual communication, and power--needs its own set of specific enabling objectives in addition to the more general enabling objectives already specified. It is, however, in the area of terminal and ultimate objectives that the definition needs the most expansion and clarification.

After the objectives have been expanded and stated in behavioral terms with at least minimal specifications, the definition will have to be examined again for face validity. In addition, the time available to the program might have to be reconsidered as to its adequacy when objectives have been more clearly spelled out.

The panel directed its attention to two areas in detail:

1. The range of abilities of students who enter this program is written into the definition both under Selection Criteria and Criteria

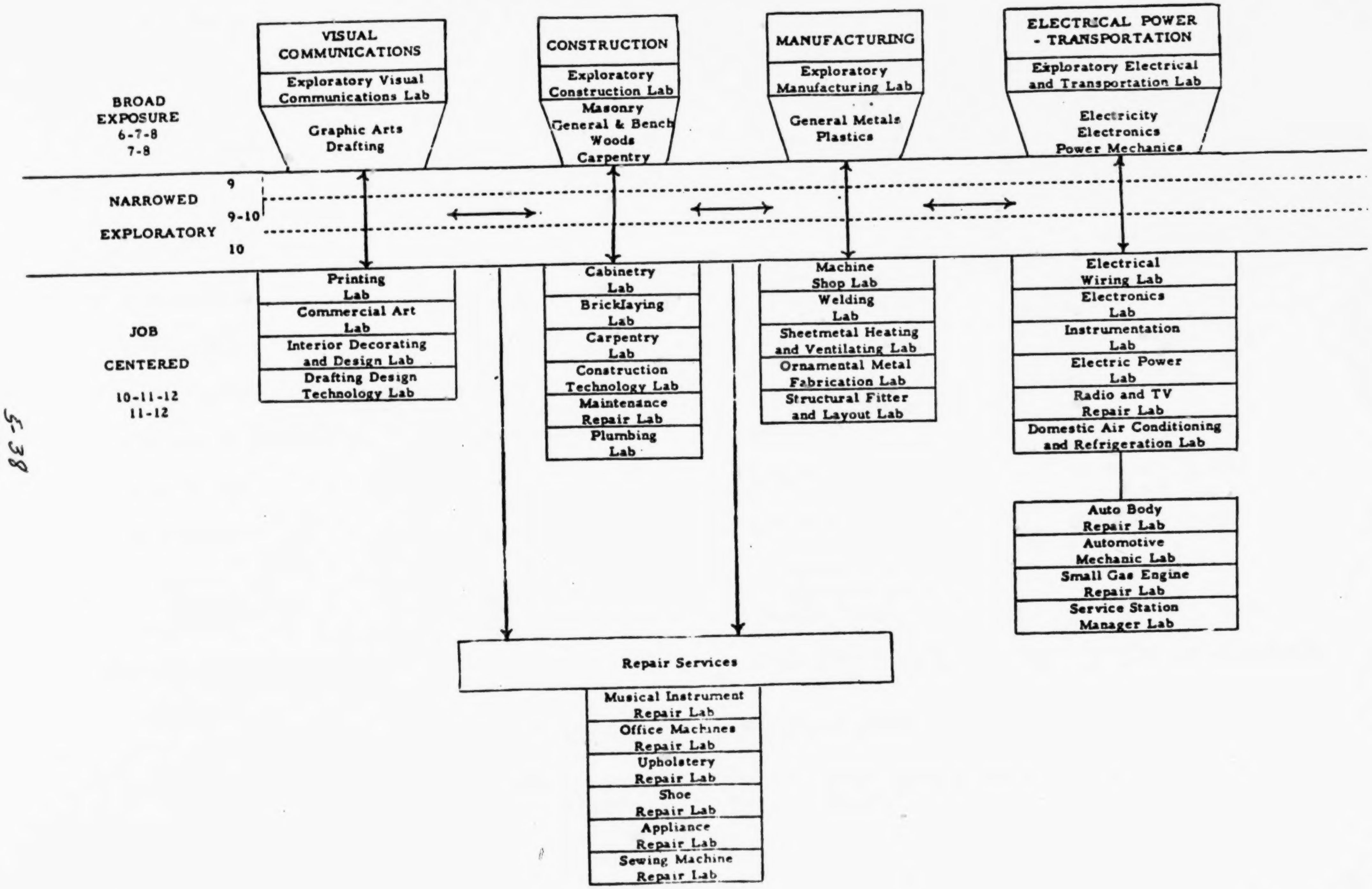
for Successful Completion of or Removal from the Program. The panel believed it necessary, however, to add this as an additional function to the teacher's activities--"Individualizes the sequence of learning experience"--to link these together and make for better face validity.

2. The second area of attention was that of staff. According to the taxonomy of program dimensions, the Director should be listed under Administrative Support rather than Staff since he is concerned with the program only in a leadership capacity. The panel believes it necessary for complete definition to expand the specifications for qualifications and functions of the supervisor. It was also noted that Instructional Leaders, the Expeditor, and Teacher's Aides, contrary to statements in the definition, do not function in the Exploratory OVT segment of OVT.

APPENDICES

Appendix A

EXPLORATORY - INDUSTRIAL


BROAD
EXPOSURE
6-7-8
7-8
NARROWED
EXPLORATORY
9
9-10
10
JOB
CENTERED
10-11-12
11-12
VISUAL COMMUNICATIONS
Exploratory Visual Communications Lab
Graphic Arts
Drafting
CONSTRUCTION
Exploratory Construction Lab
Masonry
General & Bench Woods
Carpentry
MANUFACTURING
Exploratory Manufacturing Lab
General Metals
Plastics
ELECTRICAL POWER - TRANSPORTATION
Exploratory Electrical and Transportation Lab
Electricity
Electronics
Power Mechanics
Printing Lab
Commercial Art Lab
Interior Decorating and Design Lab
Drafting Design Technology Lab
Cabinetry Lab
Bricklaying Lab
Carpentry Lab
Construction Technology Lab
Maintenance Repair Lab
Plumbing Lab
Machine Shop Lab
Welding Lab
Sheetmetal Heating and Ventilating Lab
Ornamental Metal Fabrication Lab
Structural Fitter and Layout Lab
Electrical Wiring Lab
Electronics Lab
Instrumentation Lab
Electric Power Lab
Radio and TV Repair Lab
Domestic Air Conditioning and Refrigeration Lab
Auto Body Repair Lab
Automotive Mechanic Lab
Small Gas Engine Repair Lab
Service Station Manager Lab
Repair Services
Musical Instrument Repair Lab
Office Machines Repair Lab
Upholstery Repair Lab
Shoe Repair Lab
Appliance Repair Lab
Sewing Machine Repair Lab

Appendix A

PITTSBURGH PUBLIC SCHOOLS
DIVISION OF OCCUPATIONAL, VOCATIONAL, AND TECHNICAL EDUCATION

EXPLORATORY INDUSTRIAL ARTS

VISUAL COMMUNICATION

- Printing
  - Letter Press
  - Offset
- Silk Screen
- Photography
- Mechanical Drawing
- Rubber Stamp
- Engravograph
- Bookbinding

CONSTRUCTION

- General and Bench Wood
- Carpentry
  - Full Size
  - Scale Model
- Masonry
  - Concrete
  - Brick

MANUFACTURING

- General Metals
  - Machine Work
  - Sheet Metal
- Foundry
- Welding
- Plastics
  - Vacuform
  - Injection

POWER TRANSPORTATION

- Electricity
- Electronic
- Hydraulic Power
- Pneumatic Power
- Small Gas Engine
- Steam
- Turbo Jet
- Rockets
  - Solid Fuel
  - Liquid Fuel

December 15, 1965

Appendix B

GROUP INTERVIEW SCHEDULE
EXPLORATORY OVT PROGRAM

1. What are the major objectives of the program? What will students be able to do as a result of having participated in the program?

2. Are there secondary objectives which become means to the attainment of major program objectives?

3. Are there any by-products anticipated (other benefits to students, teachers, community, and school which may not be expected of all students in order to "pass" Industrial Arts)?

4. What are the backgrounds, attitudes, knowledge, and skills of the students as they enter the program? What are the selection criteria for the program? Who selects for the program?

5. What are the activities in the various Exploratory Arts shops necessary to secure the objectives? Is there a natural sequence for these?

6. What are the criteria for releasing students from the program? Is there recognition of individual needs for more or less exposure?

7. What staff is required to carry out the program? What are their functions and duties? What are their professional and personal qualifications?

8. What materials, equipment, and supplies are required to carry out the program? How does each serve the program's objectives?

9. How do you keep each other informed about purposes, methods, needs, and problems?

10. What administrative support is necessary to operate the program? What facilities are needed? What steps are taken to insure adequate support?

Appendix C

EXPLORATORY OVT INTERVIEW SCHEDULE 1966-1967

TIME

1. How much time per day (or per week) do students of grades 7 and 8 spend in Exploratory OVT? (Try to get specific student examples--not what they should be doing.)

2. How are the students rotated through the four different shops: visual communications, construction, manufacturing, or power-transportation?

3. What activity does the student give up in order to participate in Exploratory OVT?

4. Are there some students (other than females) who do not participate?

STAFF

5. Are all shops fully staffed?

FACILITIES AND MEDIA

6. Are all four Exploratory Industrial Arts Labs fully equipped?

7. In order to build the four labs, what space (other than that previously used for OVT) was added?

8. Do you feel the gains to students are worth the reorganization of school space?

6. INSTRUCTIONAL LEADERSHIP PROGRAM

6. INSTRUCTIONAL LEADERSHIP PROGRAM

History of the Program

The Instructional Leadership Program was initiated in four qualifying schools (Knoxville Junior, Langley, Oliver, and Westinghouse) in April 1966 under provisions of Title I of the Elementary and Secondary Education Act of 1965. The rationale for the program may still be stated as it appeared in the annual evaluation report for 1966:[1] "To achieve better co-ordination in selected high schools through a redistribution of the administrative and instructional load within these schools." The combined enrollment of the four schools was approximately 7,000 students. Most of the 322 teachers in these schools were at least indirectly a part of the program, with the great majority playing an active role in its operation.

In the four schools organized for Instructional Leadership, instructional groups were formed on the basis of curriculum content. Each group was headed by a full-time teacher designated the Instructional Leader and consisted of all the teachers of a given subject (or group of related subjects) within the school. In addition, most instructional groups had the services of their own paraprofessional. Coordination of all instructional groups in a given school was provided by the school coordinator, who carried a reduced teaching load of two periods daily. A senior coordinator, located in the Administration Building, maintained overall control of the program and reported directly to the Assistant Superintendent for Curriculum and Instruction.

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[1] Evaluation Report, 1966: Instructional Leadership, Board of Public Education (Pittsburgh, 1966), p. 12-13.

In its first year no major changes were made in the organization or operation of the Instructional Leadership Program, though the duties of the program staff at all levels were refined and promulgated.

Description of the Program

To obtain a description of the program, the Office of Research invited a sample of program staff members to attend definition meetings at the Administration Building on April 8, 1967 and April 12, 1967. Each of the four discussion groups for professional staff was composed of approximately twelve persons--regular classroom teachers, instructional leaders, a coordinator, and an administrator. Paraprofessionals met in two separate groups. All group discussions centered around a list of questions devised by the Office of Research (see Appendix A) and were conducted by trained leaders from that office. The complete records of the discussions were synthesized by the program evaluator in writing the formal program definition which was sent to all program personnel on May 23, 1967. A copy of this definition follows.

Instructional Leadership Program Definition

GENERAL

I. Overall Statement of Objectives and Rationale for the Program

The Instructional Leadership Program was designed to achieve better coordination in selected high schools through a redistribution of the administrative and instructional load within these schools.

II. Scope

A. Number of Pupils and Schools Involved

The program in 1966-1967 operated in three junior-senior high schools and one junior high school with a combined enrollment of approximately 7,000 students.

B. The Grades or Ages of Participants

Students served by the program were enrolled in grades 7 through 12.

C. General Description of Staff

The staff for the Instructional Leadership Program included 322 teachers, 31 instructional leaders, 4 program coordinators, and 31 paraprofessional employees in participating schools. The overall program was coordinated by a Senior Coordinator, whose office is in the Administration Building.

OUTCOMES

I. Major Objectives--changes expected to occur in program participants as a result of the program. There are two types of major objectives.

  A. Terminal Objectives--outcomes as a result of the program which demonstrate the success of the program

  The major effort of the Instructional Leadership Program is directed toward strengthening the following aspects of the school's organization:

    1. The coordination of instructional activities within and between the various departments
    2. The distribution and utilization of instructional materials and equipment between the various departments
    3. Student scheduling
    4. Effective use of teachers' talents and specialized knowledge

  B. Ultimate Objectives--the long range goals of the program. These are objectives to which the program hopefully contributes, but for which it does not have sole responsibility.

  It is expected that the organizational improvements envisioned as Terminal Objectives for the Instructional Leadership Program will provide the following ultimate gains for the student:

    1. Increased opportunity for individualized instruction and pupil-teacher conferences
    2. Improved attendance
    3. Improved attitudes toward the school
    4. Improved morale through association with the paraprofessional as a confidante and example for emulation

II. Enabling Objectives--the things that must occur during the program to insure the accomplishment of the major objectives

In order for organizational and student changes to occur, certain other goals must first be attained. The following is a partial list of the enabling objectives of the Instructional Leadership Program:

A. Better communication among teachers and between teachers and the administrative staff

B. Systematic orientation and assistance for new and substitute teachers

C. Provision for freeing the teacher from many routine clerical tasks

D. The assignment of paraprofessionals, trained to carry out specific tasks

III. Other Benefits--benefits expected to accrue to other than program participants as a result of the program

Benefits to teachers, the school, and the community expected to come about as a result of the Instructional Leadership Program are the following:

A. Improved school-community relations through the paraprofessionals' continuing interpretation of the school to the community and the community to the school

B. An improvement in teacher morale resulting from better communication and increased opportunities to devote more of their time to professional tasks

C. An opportunity for paraprofessionals to upgrade themselves through skills acquired in the program

ANTECEDENTS

I. Participants

A. Selection Characteristics--the criteria that are used to determine who shall participate in the program

All students in a participating school are automatically served by the Instructional Leadership Program. Each of the four schools involved in the program is located in a community officially designated as deprived.

B. Entering Behaviors--characteristics of participants (other than selection characteristics) which are related to performance in the program

Since the students involved in the Instructional Leadership Program exhibit the gamut of human characteristics, it is difficult to describe them in any general way. However, teachers and other professional employees associated with the program identified the following characteristics which describe large numbers of students in the program:

1. Many work after school.

2. Many live in one-parent households.

3. A large percentage are Negro.

4. Many have a low level of aspiration and are difficult to motivate.

5. Many have low academic achievement.

6. Many do not control standard speech patterns.

7. Many have the need to express their opinions and want to be listened to.

8. The students generally have respect for authority.

Paraprofessionals in the program stressed the following student characteristics:

9. Many need a friend and regard the paraprofessional as an understanding adult to whom they can go for advice.

10. Many realize that they need help in school subjects, but are reluctant to ask for it.

11. Quite a few need firm discipline.

12. Some in the Scholars' Program have an exaggerated opinion of their abilities.

13. Many of the slow learners are handicapped by speech problems.

14. Many are unaware of the academic and employment opportunities available to them.

15. Many excel in sports.

II. Staff--qualifications with respect to specific positions

Staff Member	Professional Qualifications	Personal Qualifications
Senior Coordinator	Teaching certificate	Diplomacy
School Coordinator	1. Teaching certificate 2. Seniority 3. Master's degree 4. Record of superior teaching	1. Cooperativeness 2. Tactfulness 3. Patience 4. Creativity 5. Administrative ability 6. Sense of humor 7. Demonstrated leadership qualities 8. The ability to work under pressure 9. Willingness to listen 10. The ability to command the respect of other teachers
Instructional Leader	1. Teaching certificate 2. Seniority, including at least several years service in school where appointed as instructional leader	1. Cooperativeness 2. An understanding of the school's needs and problems

Staff Member	Professional Qualifications	Personal Qualifications
Instructional Leader (contd.)	3. Record of superior teaching	3. The ability to get along with others 4. Creativity 5. An interest in instruction 6. Tactfulness 7. The ability to get cooperation 8. Receptiveness to new ideas
Teacher	Teaching Certificate	Awareness of program
Paraprofessional	1. High School diploma 2. Clerical competence 3. Low-income residence	1. Industry 2. Initiative 3. Cooperativeness 4. The ability to set good examples for students 5. Loyalty to the school 6. Willingness to work with students 7. Maturity 8. Ability to follow directions 9. Liking for and understanding of children 10. Determination to get ahead

III. Support

A. Administrative Support--administrative personnel who cooperate in carrying out the program

1. Principal--schedules classes, provides facilities, arranges for released time of the school coordinator

2. Assistant Superintendent for Curriculum and Instruction--approves budget and provides overall central office support

B. Human Resources--non-administrative and non-staff personnel whose contributions and cooperation are necessary to the operation of the program

No human resources were identified in the Instructional Leadership Program.

C. Media--the materials, supplies, and equipment required for activities in the Instructional Leadership Program

1. Office equipment and supplies such as typewriters, duplicators, stationery, Ditto masters, and mimeograph stencils

2. Audio-visual aids such as overhead and motion picture projectors, transparencies, screens, and tape recorders

3. Supplementary reading materials

4. Computer (data processing) services

D. Facilities

1. Office space and furniture for paraprofessionals and school coordinators

2. Storage cabinets

3. Meeting rooms for instructional groups

PROCESS

I. Participant Activities--the day-to-day program activities that will ultimately lead to the achievement of objectives

Since the terminal objectives of the Instructional Leadership Program are not student objectives and since the students do not directly participate in the program, this section is not applicable.

II. Staff Functions and Activities

A. Staff Functions and Duties with Respect to Specific Positions

Activities of the staff which contribute directly toward improving school organization and ultimately to improving the lot of the students as listed below divided into functions and duties:

Staff Members	Functions	Duties
Senior Coordinator	Coordinates overall program	a. Arranges and participates in meetings for Instructional Leadership staff b. Establishes and maintains program-wide communication c. Interprets program to staff, school, and community d. Works with the Office of Research in continuing evaluation of program e. Elicits cooperation of program staff and other personnel f. Controls budget under supervision of Assistant Superintendent for Curriculum and Instruction

Staff Members	Functions	Duties
Senior Coordinator (contd.)		g. Works closely with principals to assure administrative support for program and provide continuous link between schools and central office h. Confers regularly with Assistant Superintendent for Curriculum and Instruction regarding current operation and future planning i. Redefines objectives and job descriptions as program evolves j. Observes classes in order to pass along effective techniques and practices relating to program improvement
School Coordinator	1. Coordinates program within individual schools	a. Confers with and advises Instructional Leaders and keeps them informed of program developments and requirements

Staff Members	Functions	Duties
School Coordinator (contd.)		b. Interprets and adjusts the program to the needs of individual schools c. Arranges clerical and other duties for paraprofessionals d. Observes classes when invited by teachers
	2. Confers with principal on administrative matters concerning program 3. Teaches some classes (usually two)	
Instructional Leader	1. Coordinates activities of respective instructional groups	a. Meets regularly and as necessary with teachers of instructional groups b. Communicates decisions to and formulates plans with members of instructional groups c. Procures, distributes, and determines use of materials d. Schedules paraprofessionals to individual teachers

Staff Members	Functions	Duties
Instructional Leader (contd.)	2. Aids teachers in their instructional groups	a. Orients new teachers and substitutes b. Acts as advisor and confidante to other teachers in instructional group
	3. Teaches full schedule of classes	
Teacher	1. Carries out full teaching assignment in context of Instructional Leadership Program	a. Attends and participates in meetings called by instructional leaders b. Cooperates in coordinated teaching activities as planned by instructional groups
	2. Directs and supervises paraprofessionals when assigned to them	
Paraprofessional	1. Performs non-instructional tasks in order to enable teachers to devote more time to teaching	a. Carries out such clerical assignments as typing, duplicating, filing, book distribution and collection, and appropriate record keeping

Staff Members	Functions	Duties
Parapro-fessional (contd.)		b. Assists in keeping order in the halls, auditorium, cafeteria, library, lavatories, and athletic field c. Acts as adult messenger when necessary d. Sets up and operates audio-visual equipment e. Distributes supplies f. Prepares and maintains bulletin board displays g. Helps organize and monitor field trips h. Proctors examinations and grades objective tests i. Provides temporary adult supervision in classrooms in emergencies j. Assists with special school programs, productions, and events
	2. Sets good example for students and acts as readily available adult advisor to them	a. Gives unofficial and informal nonprofessional guidance to students when called upon

Staff Members	Functions	Duties
Parapro-fessional (contd.)		b. Interacts with students and teachers in problem situations, when appropriate c. Acts as advisor to student organizations and athletic teams
	3. Provides continuing link between school and community	a. Checks on attendance by calling homes of absentees b. Helps P.T.A. c. Informs parents of tutoring and other available services Attends and participates in meetings as requested

B. Intra-staff Communication and Coordination

Program staff at all levels of responsibility are kept informed of developments and given the opportunity to discuss problems through such activities as the following:

1. Daily informal contacts among staff members
2. In-service training meetings
3. Regularly scheduled meetings of senior coordinator and program coordinators
4. Meetings of school coordinators with instructional leaders
5. School visitation by senior coordinator

6. Nonsupervisory classroom visitation on request of teacher by school coordinator and senior coordinator

7. Periodic meetings of individual instructional groups

8. Meetings of entire program staff within a school

9. Program definition meetings sponsored by Office of Research

10. Written communications, such as job descriptions, routine announcements, and memoranda prepared and promulgated by the senior coordinator

11. Meetings of paraprofessionals with senior coordinator, school coordinators, and instructional leaders

12. Routine intra-school communications concerning the operation of the program

C. Communication Between Program Staff and Others

1. Weekly meetings between senior coordinator and Assistant Superintendent for Curriculum and Instruction to formulate policy, make plans, and discuss problems

2. Meetings between senior coordinator and program evaluator as required to discuss continuing evaluation

3. Meetings between principals and school coordinators and between principals and the senior coordinator to assure administrative support and allow for most efficient operation of the program within a school

4. PTA programs and other school-community meetings at which program staff can explain objectives of the Instructional Leadership Program and elicit the community's support

5. Informal contacts between paraprofessionals and individual citizens in the community to maintain community interest and support for the program

APPENDIX A

Appendix A

GROUP INTERVIEW SCHEDULE
INSTRUCTIONAL LEADERSHIP PROGRAM

OBJECTIVES

1. What are the major objectives of this program in terms of student behavior?
    - a. What does the program expect to accomplish for students?
    - b. What should students be able to do as a result of participation in this program?
    - c. Have the students benefited?
    - d. Have you outlined objectives in your group?
    - e. Has instruction improved?

2. Are there secondary objectives which become means to the attainment of major program objectives?
    - a. Will student attitudes be changed?
    - b. Will teacher behavior and/or attitudes be changed?
    - c. Have you decided on a program of self-evaluation?
    - d. Has there been improvement in morale among teachers?
    - e. Have new projects come into being from the instructional groups? If so, what are they?
    - f. Have beginning teachers been aided? Substitute teachers? How?

3. Are any by-product benefits anticipated?
    - a. Benefits to parents?
    - b. Benefits to teachers?
    - c. Benefits to community?
    - d. Benefits to school?

STUDENTS

1. What are the criteria for enrolling and keeping students in the program?
    - a. On what basis are individual students enrolled in the program--by school, grade, subject, personal characteristics, performance?
    - b. Do participating students become ineligible for the program after meeting certain performance standards, after a specified period of time, etc.?

2. How can we determine and verify the point in time of each student's involvement in the program?

3. How or where can we obtain a precise list of the names of students enrolled or selected for the program?

4. What are the assumptions, if any, regarding the entering skills, knowledge, attitudes of the students enrolled in the program? Are students assumed to have certain entering behavior and/or levels of competency which are prerequisite to success in or benefit from the program?

STAFF

1. What staff is required to carry out the program?
    a. Teachers?
    b. Supervisors?
    c. Coordinators?
    d. Specialists?
    e. Paraprofessionals?
    f. Other staff?

2. What are the functions of staff members in the program?
    a. How do teachers promote the objectives of the program?
    b. How do supervisors promote the objectives of the program?
    c. How do paraprofessionals promote the objectives of the program?
    d. What is the instructional leader's relationship with the coordinator?
    e. What is the instructional leader's relationship with the librarian?
    f. What is the instructional leader's relationship with the activities director?
    g. What is the instructional leader's relationship with the senior coordinator?
    h. What is the instructional leader's relationship with the principal?
    i. What is the instructional leader's relationship with the administrative staff?
    j. What are the activities of the paraprofessionals? Has there been any friction between the paraprofessionals and other personnel?

3. What are the qualifications of staff members for fulfilling these functions? What levels of competency are required or assumed? Of what value has the paraprofessional been?

4. What are the specific behaviors expected of each group of staff members? What specific tasks relevant to the program are to be performed and how are these to be performed by teachers, by supervisors, etc.?

5. What are the names and location of members of the program staff, or key members of the staff?

MEDIA

1. What materials, equipment, and supplies are required to carry out the program--books, tapes, films, television sets, paint supplies, etc.?

2. How can these be identified, and where are they located?

3. How will these media contribute to the objectives of the program?
   a. How will they affect the student in order to elicit specific behaviors?
   b. How will they affect the student in order to shape the environment?
   c. How will they affect the student in order to structure perception?
   d. How will they affect the student in order to supply cues to evoke desired responses?
   e. Will they affect the student in other ways?

STUDENT ACTIVITIES

1. What activities are specified for students in the program? Is there a necessary sequence for these?

2. How will student activities contribute to the objectives of the program? How will they affect the student in order to elicit specific behaviors?
   a. By structuring perception?
   b. By developing skills?
   c. By fostering attitudes?
   d. In other ways?

TIME

1. When and for how long does the program take place?
   a. Does it begin and end on specific dates?
   b. Does it continue from year to year?

2. What is the duration of treatment for the individual student?
    a. One class period per day for a school year?
    b. Entire school day for one or more years?
    c. Other?

COMMUNICATIONS

1. How and to what extent do program staff members at various levels of authority communicate in regard to the purposes, methods, and operations of the program--meetings, written communications through a coordinator, etc. ?
    a. How often do you meet with your group? Where? Do you have time? What do you discuss?
    b. Have you met with the school coordinator?
    c. Have you met with the senior coordinator? If so, for what purpose?
    d. Have the instructional leaders met as a group?

SUPPORT

1. What administrative support is necessary to operate the program?
    a. What facilities are needed?
    b. What scheduling of classes or other activities?

2. What steps are taken to insure this support?

EVALUATION

1. What are the strengths and weaknesses of the program?

2. What suggestions do you have to improve the program?

7. INSTRUMENTAL MUSIC PROGRAM

7. INSTRUMENTAL MUSIC PROGRAM

History of the Program

The present program in Instrumental Music, designed to serve students in grades one through eight, began in 25 qualifying schools in September 1965. Five itinerant teachers employed under ESEA Title I were assigned to the program under the supervision of the Director of Music. Each teacher was responsible for instrumental instruction in five schools, regularly spending one full day at each.

As it entered its second year in the fall of 1966, the Instrumental Music Program was expanded to include all of the 89 public elementary schools, eight qualifying public junior high schools, and 10 parochial schools of the Catholic Diocese of Pittsburgh. The staff of intinerant teachers was increased to 19; 14 taught in schools qualifying for ESEA Title I funds, while five, paid from the regular budget, provided the same services to children in schools not eligible for these federal funds. An instrumental supervisor was added to the staff employed under ESEA Title I. During the 1966-1967 school year only one major modification was made in the program's objectives and curriculum--a music supervisor employed by the Board was asked to assume some of the responsibilities given to the ESEA Supervisor.

Description of the Program

The detailed current description of the Instrumental Music Program was obtained through group discussions conducted by the Office of Research on March 23, 1967, with all teachers and key members of the program's administrative and supervisory staff participating. Each of the two discussion groups was made up of seven teachers and an administrator or supervisor. The groups were led by representatives of the evaluation staff of the Office of Research who had been trained for group interviewing. Discussion centered around a list of questions devised to elicit specific information about the program (see Appendix A). Complete records were made of the proceedings of the groups, providing the information used by the program's evaluator in preparing the formal definition. A copy of this definition, which follows, was sent to all participants in the discussion groups and other interested personnel on May 11, 1967.

Instrumental Music Program Definition

GENERAL

I. Overall Statement of Objectives and Rationale for the Program

The principal objective of the Instrumental Music Program is to provide elementary and junior high school students with the techniques and equipment necessary to play a musical instrument commensurate with their ability and maturity. Without this program instrumental music instruction would be unavailable to many of these students.

II. Scope

A. Number of Pupils and Schools Involved

In 1966-1967, the program served approvimately 3,000 pupils in 89 public elementary schools, eight public junior high schools, and 10 parochial schools of the Catholic Diocese of Pittsburgh.

B. The Grades or Ages of Participants

The program was offered to pupils in grades 1 through 8.

C. General Description of Staff

The Instrumental Music Program staff consisted of 19 itinerant teachers and two supervisors. Overall direction, budget, and teacher assignments were provided by the Associate Director of Instruction for Music.

OUTCOMES

I. Major Objectives--changes expected to occur in program participants as a result of the program. There are two types of major objectives.

A. Terminal Objectives--behaviors exhibited by participants at the end of the program which demonstrate successful completion of the program.

It is expected that every participant in the Instrumental Music Program will, by the end of the program, have developed the ability to play a musical instrument commensurate with his potential and maturity.

B. Ultimate Objectives--the long-range goals of the program. These are objectives to which the program hopefully contributes, but for which it does not have sole responsibility. The ultimate objectives of the Instrumental Music Program are the following:

1. Personal satisfaction derived from the ability to play a musical instrument
2. A sense of responsibility
3. Increased self-discipline
4. The ability to work independently
5. A higher level of cultural development
6. An appreciation of various kinds of music
7. Emotional maturity
8. Achievement sufficient to perform in a musical ensemble
9. An avenue of cooperation opened with teachers of students in the program who are not achieving academically
10. Preparation for participation in advanced instrumental musical groups and classes in high school

II. Enabling Objectives--the skills, attitudes, and information which students must acquire during the program to insure the accomplishment of the major objectives. The intermediary skills which participants in the Instrumental Music Program must develop are the following:

A. The ability to read and interpret printed music

B. Pitch discrimination

C. The ability to perceive and maintain rhythmic patterns

D. The ability to produce good tonal quality

E. The ability to play "on pitch"

F. The ability to keep tempo

G. The ability to do tonguing (if their instruments require this technique)

H. The discipline necessary for ensemble playing

I. The manipulative skills necessary for specific instruments

J. Physical coordination

K. The ability to listen with musical discrimination

L. The knowledge required to care for an instrument

M. The knowledge of their own musical potential and talent

N. Knowledge of and willingness to apply techniques for self-evaluation

III. Other Benefits--benefits expected to accrue to other than program participants as a result of the program. The benefits that parents, teachers, and the community may expect from the Instrumental Music Program are the following:

A. Development of the community's musical understanding through parents' awareness of their children's participation in the program

B. Development of community centers for individual instruction in music

C. Strengthening of school-community relations through the creation of a school orchestra

D. An addition to the local talent pool for all-city and community orchestras and other musical groups

E. The early identification of potential instrumental music teachers

ANTECEDENTS

I. Participants

A. Selection Characteristics--the criteria that are used to determine who shall participate in the program

No specific selection characteristics were given, but some of the points under "Entering Behaviors" may be selection characteristics.

B. Entering Behaviors--characteristics of participants (other than selection characteristics) which are related to performance in the program

1. Attitudes

a. A sense of responsibility

b. A positive attitude toward school

c. The ability to achieve with little parental support

d. Pronounced enthusiasm and drive

2. Background

a. Students are drawn from all socioeconomic levels.

b. Students attend both public and parochial schools in grades 4 through 8.

c. Many students have poor cultural and esthetic backgrounds.

3. Music Potential
    a. A liking for and interest in music
    b. The capacity for musical response
    c. Good coordination
    d. A good musical ear
    e. Finger dexterity
    f. A rhythmic sense
    g. Freedom from physical defects which would hinder the playing of a musical instrument

4. Academic Performance

There is disagreement as to whether students must have at least an average academic performance for acceptance and success in the program.

II. Staff--qualifications with respect to specific positions

Staff Member	Professional Qualifications	Personal Qualifications
Instrumental Music Teacher	1. Basic knowledge of musical instruments 2. Training in teaching methods and techniques 3. Bachelor's degree in music education or its equivalent	1. Flexibility in adjusting to ability levels of students 2. Patience 3. Understanding of children's varying backgrounds 4. Good health 5. A warm personality 6. Love of children 7. The ability to teach under adverse conditions 8. Enthusiasm 9. Tact 10. A highly developed interest in teaching music

Staff Member	Professional Qualifications	Personal Qualifications
Instrumental Music Supervisor	1. Experience as musician and teacher 2. Administrative experience 3. College degree in music education	1. The ability to get along with others 2. Aggressiveness 3. Articulateness 4. Being well-informed 5. Being well-organized
Associate Director of Instruction for Music	Same as those listed for Supervisor	Same as those listed for Supervisor

III. Support

A. Administrative Support--administrative personnel who cooperate in carrying out the program

1. The principals in the individual schools support and encourage the Instrumental Music Program by doing the following things:

   a. Providing facilities for the operation of the program

   b. Arranging the schedules

   c. Coordinating the programs within the schools

   d. Interpreting the program's objectives to the professional, custodial, and clerical staffs

2. The Music Office in the Administration Building supports the program by seeing that the following things are done:

   a. Objectives are determined and promulgated

   b. In-service training is carried out

    c. Instruments and materials are supplied

    d. Repairs are expedited

    e. Teachers are encouraged to attend conventions without loss of pay

B. Human Resources--non-administrative and non-staff personnel whose contributions and cooperation are necessary to the operation of the Instrumental Music Program:

1. The school clerk provides general clerical assistance in the form of preparing and mailing repair and order forms and preparing duplicated materials and class lists.

2. The repairman keeps the instruments in good repair and sees that repaired instruments are put back into service promptly.

3. The teacher of vocal music helps identify students for the program through her contact with them in teaching the fundamentals of music.

4. Parents encourage student participation in and practice for the program.

C. Media--the materials, supplies, and equipment required for Instrumental Music Program activities:

1. Instruments in good repair

2. Music

3. Music stands

4. Musical supplies and accessories

5. Textbooks

6. Blackboards

D. Facilities

Classroom facilities which provide adequate space, lighting, and heat, and the freedom from noise necessary for the proper esthetic and learning environments are required for the Instrumental Music Program.

PROCESS

I. Participant Activities--the day-to-day program activities that will ultimately lead to the achievement of objectives

  A. In the Instrumental Music Program, students do the following things:

    1. Receive classroom instruction in specific technical skills

    2. Receive individual instruction from the teacher

    3. Proceed from " rote" to "note" playing

    4. Play instruments in class ensembles, trios, and duets

    5. Play solos

    6. Help other students with techniques

    7. Play for other classes in the school

    8. Perform in special school programs

    9. Practice note reading, rhythm exercises, and correct playing positions

    10. Participate in eurythmics

    11. Compose and arrange music

    12. Sing what they have played

    13. Practice at home

    14. Play in family groups

B. The typical progression in a class with three proficiency levels is the following:

1. All students play together.

2. Students at the middle level play with advanced students.

3. Advanced students work independently.

II. Staff Functions and Activities

A. Staff Functions and Duties with Respect to Specific Positions

Staff Member	Functions	Duties
Instrumental Music Teacher	1. Has overall responsibility for the program in the classroom	a. Helps select students b. Organizes classes c. Assigns suitable instrument to each student d. Helps select materials e. Writes special arrangements f. Makes minor repairs g. Prepares inventories and requisitions h. Develops each child's musical potential i. Evaluates students' progress j. Creates and maintains a musical atmosphere in the classroom

Staff Member	Functions	Duties
Instrumental Music Teacher	2. Identifies students for All-City Orchestra	
	3. Interprets program in the school, to parents, and to the community	a. Develops rapport with other staff members b. Plans special programs
Instrumental Music Supervisor	1. Provides supervision of the program	a. Visits classes b. Evaluates the teacher
	2. Provides guidance and serves as a resource person to teacher	a. Helps teachers to solve problems b. Offers suggestions
	3. Serves as principal coordinator between the teacher, the school, and central office staff	a. Attends school concerts b. Assists the Associate Director at All-City events
Associate Director of Instruction for Music	Coordinates the program	a. Identifies teachers b. Sees about purchase and repair of instruments c. Sets up objectives of program d. Arranges allotment of funds to maintain program e. Serves as a troubleshooter f. Arranges meetings

B. Intra-staff Communication and Coordination in the Instrumental Music Program

   1. Classroom visits

   2. Official communications from the Associate Director of Instruction for Music

   3. In-service workshops

   4. Formal contact with supervisors

   5. Informal communications between teachers and other staff associated with the program

C. Communication Between Program Staff of the Instrumental Music Program and Others

   1. Posting of weekly and semester schedules

   2. Performances to which other teachers and parents are invited

   3. Informal contacts between the instrumental teacher, the vocal teacher, and other members of the school staff

APPENDIX A

14-15

Appendix A

GROUP INTERVIEW SCHEDULE
INSTRUMENTAL MUSIC PROGRAM

OBJECTIVES

1. What does the Instrumental Music Program seek to accomplish for the students which it serves? What should students be able to do as a result of participation in the program?

2. Are there any objectives not directly related to students' accomplishment in the classroom which might be realized through Instrumental Music and which will help bring about the accomplishment of major objectives?

3. Do you see any by-product benefits to parents, teachers, community, or school that may result from the Instrumental Music Program, even though they may not specifically help bring about the major objectives?

4. How can the Instrumental Music Program motivate children to become involved with the all-city orchestra?

STUDENTS

1. What are the principle characteristics and attitudes of students participating in the program?

2. What activities do students typically take part in, and which of these help them to realize the major objectives?

3. Are there any skills or knowledge which are, or should be, prerequisite for success in the program?

4. Are there any special skills or knowledge which students may be expected to acquire as they participate in the program and which will help them to realize its objectives?

STAFF

1. What teaching and administrative personnel are necessary for the operation of the program?

2. What additional personnel, if any, are necessary?

3. What is the role of each staff member in meeting the program's objectives?

4. In fulfilling their roles, what specific duties are required or expected of the various staff members in the program?

5. What legal or professional qualifications are specified or recommended for staff members?

6. What personal characteristics are necessary for the various staff members if they are to carry out their assignments with the program's objectives in mind?

MEDIA

1. What are the five most valuable materials, equipment, or supplies required to carry out the program?

2. How does each of these contribute to realizing the program's objectives?

COMMUNICATION

1. How do the members of the school staff communicate with one another concerning the operation and development of the program?

2. How are staff members in the school kept informed of developments concerning the city-wide Instrumental Music Program, and how do they communicate their needs to those responsible for the program in the central office staff?

SUPPORT

1. What support within an individual school is necessary to operate the program?

2. What support is required from the central office staff to meet the program's objectives?

3. What steps are or should be taken to assure this support?

8. KINDERGARTEN PROGRAM

8. KINDERGARTEN PROGRAM

History of the Program

What began as a voluntary project in 1894 became the Pittsburgh Public School's Kindergarten Program when the Board of Public Education assumed responsibility for its funding, staffing, and supervision in April 1912. Since that time, the program has expanded rapidly. In 1965 a grant from the Office of Economic Opportunity made it possible to provide teachers in a number of qualifying schools with paraprofessional aides. During the 1966-1967 school year, 272 kindergarten sessions were conducted in 52 qualifying schools (see Appendix A for a complete list) with teachers sharing the services of 37 aides.

Description of the Program

The Kindergarten Program definition meeting held on March 17, 1967 was attended by 42 teachers, 21 aides with varying amounts of experience in a variety of classroom situations, eight elementary school principals, and eight supervisors. To facilitate the consideration of a series of questions developed by the program evaluator with the help of three of the supervisors (see Appendix B), the participants were divided into a number of small group meetings moderated by discussion leaders from the Office of Research. The recorded proceedings of the small group discussions were synthesized by the program evaluator to form the formal definition of the program which was mailed to members of the program staff on June 9, 1967. A copy of this definition is included in the following pages to provide a complete description of the program.

Kindergarten Program Definition

GENERAL

I. Overall Statement of Objectives and Rationale for the Program

The program is designed to develop the physical, emotional, social, and intellectual capacities of five year-olds in a manner which is appropriate to their needs, abilities, and interests and which will begin to prepare them for the years immediately following.

II. Description of Scope

A. Number of Schools Involved

1. All 52 compensatory elementary schools
2. 36 noncompensatory elementary schools; all noncompensatory elementary schools participate except East Carnegie

B. Age of Participants

Children who are five years old on or before January 31 may enter kindergarten the previous September.

C. General Description of Staff

1. One teacher, one aide in compensatory schools
2. One teacher in noncompensatory schools

OUTCOMES

I. Major Objectives--changes expected to occur in program participants as a result of the program. There are two types of major objectives.

   A. Terminal Objectives--behaviors exhibited by participants at the end of the program which demonstrate successful completion of the program

      By the end of the Kindergarten Program, the students should have begun to show the following things:

      1. Signs of physical growth and coordination

         a. A more complex use of large muscles
         b. Greater dexterity in the use of small muscles
         c. Improved locomotor control

      2. A measure of emotional security

         a. Confidence in themselves; ego strength

            (1) Unafraid of making mistakes and asking questions
            (2) More talkative and curious

         b. A sense of independence and self-reliance as exhibited by their willingness to make decisions on their own and to help themselves
         c. Adaptability and flexibility as evidenced by their ability to cope with frustrations, changes in routine, and new surroundings
         d. Patience and persistence as shown by their willingness to stick with tasks until they are completed
         e. A sense of pride and enjoyment in accomplishments

      3. Some skill in relating to other people

         a. The willingness and ability to get along with other children in work and play, to take turns
         b. The willingness to trust and confide in other children and adults
         c. The ability to appreciate the interests, the needs, and the contributions of other children
         d. A respect for others' things and for authority

e. An awareness of the attitudes and behaviors expected of them in the classroom
f. The ability to distinguish right from wrong
g. A willingness to accept guidance and discipline

4. Certain cognitive understandings and skills

a. Concepts of counting, rhyming, beginning word sounds, similarities and differences in sizes, shapes, and colors
b. Basic concepts of measurement as they relate to distance, temperature, and time
c. Basic listening, thinking, and speaking competences

(1) The ability to listen attentively; an increased attention span
(2) The ability to order, classify, and describe experiences
(3) A greater sensitivity to and curiosity about their environment
(4) Improved speech habits and skills; a larger vocabulary

5. Signs of an awareness of the importance of good health habits

6. An appreciation of the American cultural heritage as evidenced by greater familiarity with national holidays and heroes

B. Ultimate Objectives--the long range goals of the program. These are objectives to which the program hopefully contributes, but for which it does not have sole responsibility.

Largely because of his experiences in the Kindergarten Program, it is expected that the student will do the following things:

1. Exhibit his improved health, work, and play habits in his later schooling and in other areas of his life

2. Perform better in the first grade

II. Enabling Objectives--the skills, attitudes, and information which students must acquire during the program to insure the accomplishment of the major objectives

There were no objectives of this type identified for the Kindergarten Program.

IV. Criteria for Successful Completion of or Removal from the Program

The following means were identified to determine a child's readiness for release from the program:

A. Objective tests

1. Detroit Kindergarten Test

2. Stanford-Binet Intelligence Test

B. Subjective judgments based on personal observation and evaluation in four key areas

1. Physical development, coordination, and control

2. Emotional security, self-confidence, and control

3. Social maturity as evidenced by how the child behaves in group activities

4. Mental or cognitive growth

a. Alertness, attentiveness, and an increased attention span
b. The ability to follow directions
c. The ability to remember songs, rhymes, and instructions
d. The ability to pronounce names clearly and distinctly
e. The ability to distinguish similar and different sizes and shapes
f. The ability to tell what will happen next in a story
g. The extent to which the child enjoys listening to stories and looking at pictures
h. The extent to which the child is able to choose and perform a variety of work and play activities

C. Other considerations

1. The child's chronological age

2. The wishes of parents or guardians

ANTECEDENTS

I. Participants

A. Selection Characteristics--the criteria that are used to determine who shall participate in the program

All children who are five years old on or before January 31 may be admitted to the Kindergarten Program the preceding September.

B. Entering Behaviors--characteristics of participants (other than selection characteristics) which are related to performance in the program

Although the participants in the Kindergarten Program vary considerably in their entering behaviors depending on their home environments and preschool experiences, generally prevalent behaviors were identified in four key areas:

1. Physical
   a. Is extremely active
   b. Tires easily
   c. Has large muscles more or less under control but needs space, time, and equipment to exercise them
   d. Is still in the stage when small muscles are developing; tends to be far-sighted, and fingers are not ready to do fine work
   e. Likes to manipulate and explore

2. Emotional
   a. Feels a need for security and belonging
   b. Is easily overstimulated and full of nervous energy
   c. Is bewildered by sudden changes, needs time to adjust to new situations and environments
   d. Fears such things as animals, darkness, unknown experiences, and noises
   e. Shows a growing stabilization of emotions
   f. Is gaining a measure of independence from adults
   g. Has a sense of humor

3. Social

   a. Likes to imitate
   b. Likes to dress up
   c. Is self-centered and individualistic and needs to be accepted as he is
   d. Is learning to work and play in groups which become increasingly larger as he matures
   e. Lacks self-control
   f. Is learning to appreciate the success of others and to be a good loser, a good follower, and a good leader
   g. Likes to be first
   h. Tends to be careless of others' property, but is protective of his own
   i. Desires the approval and trust of adults and his peers
   j. Accepts all people, regardless of race, color, religion, and economic differences

4. Mental

   a. Has a short attention span for superimposed tasks
   b. Is curious and inquisitive and likes to experiment with people, places, and things
   c. Learns through concrete experiences rather than through abstractions
   d. Lives in the here-and-now
   e. Learns through participation rather than by rote
   f. Is developing ways of thinking and working independently
   g. Has ability to reason
   h. Likes to plan and choose
   i. Is beginning to organize, classify, and generalize
   j. Spends time in quiet reflection
   k. Enjoys talking, but may make unreliable statements because of his lack of command of language
   l. Is becoming increasingly able to express himself
   m. Is eager for information and knowledge
   n. Enjoys listening to stories within his field of interest

II. Staff--qualifications with respect to specific positions

Staff Member	Professional Qualifications	Personal Qualifications
Supervisor		
Teacher	1. B.S. degree in education 2. Background in child development and child psychology	1. Patience and understanding 2. Love of children 3. Willingness to accept children as they are 4. Sensitivity to needs 5. The ability to plan and implement a variety of educational activities 6. Level-headedness 7. Physical stamina
Aide	1. High school education 2. Secretarial skills 3. Familiarity with the basic objectives and methods of kindergarten education	1. A concern for and understanding of five-year-old children 2. The ability to follow directions 3. Acceptance of school regulations 4. Resourcefulness--the ability to take the initiative, to do what must be done in the teacher's absence 5. Good speech habits

III. Support

A. Administrative Support--administrative personnel who cooperate in carrying out the Kindergarten Program

Principals in the individual schools support the program in the following ways:

1. Provide supplementary advice and assistance

2. Support teachers in their dealings with parents

3. Expedite the procuring of necessary materials and supplies

B. Human Resources--non-administrative and non-staff personnel whose contributions and cooperation are necessary to the operation of the Kindergarten Program

1. Tutors

2. Speech therapists

3. Eurhythmics instructors

4. Psychologists

C. Media--the materials, supplies, and equipment required for program activities

1. Child-sized tables and chairs

2. Sinks with running water

3. Cooking equipment

4. Building materials such as blocks of various sizes

5. Equipment for large muscle development

    a. Climbing apparatus
    b. Balancing boards
    c. Skipping ropes

6. Transportation toys such as wagons, tricycles, trucks, trailers, and toy trains

7. Balls of various sizes

8. Playhouse equipment including dolls, carriages, furniture, telephones, and cooking utensils

9. Water play equipment

10. Sandbox and related toys
11. Materials for measurement such as scales, rulers, and thermometers
12. Children's books and still pictures
13. Picture files
14. Music equipment--rhythm instruments, record players, and pianos
15. Painting supplies--paper, paints, brushes
16. Drawing materials--paper, crayons, chalk
17. Modeling materials--clay, play dough
18. Miscellaneous materials for experimentation
19. Materials for cutting and pasting
20. Materials to feel with a variety of textures and shapes
21. Puzzles and games
22. Calendars

D. Facilities

The Kindergarten Program requires facilities that permit freedom of activity. These include outdoor play spaces, easy access to lavatory facilities and audio-visual aids, and storage and display space.

IV. Time Constraints

A student generally remains in the Kindergarten Program for one year. If, in the opinion of the teacher and his parents, he would profit from another year's experience, he may be retained for another year, or part of a year.

PROCESS

I. Participant Activities--the day-to-day program activities that will ultimately lead to the achievement of objectives. The time spent on each activity varies according to the needs and interests of individuals and the class as a whole.

Activity Category	Purpose
1. Motor activities a. Rhythm games b. Bouncing balls c. Skipping ropes d. Climbing, balancing, and hopping e. Riding tricycles f. Using large crayons	1. To develop motor skills and large muscles
2. Manipulative activities a. Painting and modelling with clay b. Buttoning, tying, and stringing beads c. Building with small blocks d. Working puzzles	2. To develop small muscles and eye-hand coordination
3. Dramatic and imitative activities a. Housekeeping games b. Impersonations of people in the family and community	3. To provide self-expression and fantasy exploration, to encourage taking turns and getting along with other children

Activity Category	Purpose
4. Language arts activities a. Listening to stories, songs, and poems b. Listening to what other children and teachers say c. Describing pictures, feelings, and experiences d. Playing word games e. Identifying names and objects	4. To develop listening, thinking and speaking skills
5. Scientific activities a. Making displays b. Conducting experiments using such things as leaves, cocoons, sand, water, magnets, and magnifying glasses c. Observing the sky, weather, growth of animals and plants	5. To increase the child's awareness and understanding of how and why things change, to expand his knowledge of his environment, to further stimulate curiosity and imagination, to increase vocabulary
6. Mathematical activities such as counting games	6. To increase the child's knowledge of cardinal and ordinal numbers, of addition and subtraction, of the concept of time as it appears in calendars and clocks, of the concepts of money and measurement

Activity Category	Purpose
7. Creative arts activities a. Painting, drawing, modelling b. Eurhythmics c. Songs, poems, finger plays	7. To develop the child's creative abilities, his sensory and aesthetic awareness; to provide him with opportunities to express himself using various media
8. Social studies activities a. Making holiday decorations b. Having holiday parties c. Listening to stories and looking at pictures	8. To foster the child's interest in and awareness of the cultural and historical heritage of the world in which he lives
9. Play activities a. Individual and group games b. Free play	9. To further develop basic physical, emotional, social, and cognitive habits and skills; to develop the ability to take turns, to get along in groups, to follow directions; to provide the opportunity to let off steam
10. Miscellaneous activities a. Trips b. Snacks c. Health activities	10. To further expose the child to a variety of learning experiences; to broaden awarenesses; to teach basic habits, attitudes, and skills

II. Staff Functions and Activities

A. Staff Functions and Duties with Respect to Specific Positions

Staff Members	Functions	Duties
Supervisor	Coordinates the overall program	a. Provides in-service training b. Helps teachers resolve problems c. Supplies ideas
Teacher	Plans and implements the program using the guidelines established by the Office of Instructional Services	a. Sets the stage for a series of successful learning experiences b. Reinforces learning experiences c. Evaluates the progress children are making d. Makes home visits as needed e. Attends mothers' meetings
Aide	1. Relieves the teacher of non-instructional duties 2. Assists the teacher in implementing the instructional program	Does clerical and housekeeping tasks Supervises the children and their activities under the teacher's direction

B. Intra-staff Communication and Coordination

1. In-service training programs
2. Workshops
3. Curriculum committee meetings

4. Demonstrations

5. Kindergarten Teachers Association meetings

6. Telephone communications as needed

7. Written memos

C. Communication Between Program Staff and Others

1. Communication with other teachers

   a. Staff meetings
   b. Classroom visits
   c. Informal conversations in the teachers' room and over lunch

2. Communication with parents and the community

   a. Open houses
   b. Mothers' meetings
   c. Home visits
   d. PTA meetings
   e. Miscellaneous community organization meetings

APPENDICES

Appendix A

NUMBER OF KINDERGARTEN SESSIONS (1966-1967)

Compensatory

Arlington (4)
Arsenal (2)
Baxter (6)
Belmar (5)
Beltzhoover (3)
Burgwin (5)
Chartiers (1)
Clayton (2)
Columbus (4)
Conroy (3)
Cowley (4)
Crescent (4)
Dilworth (2)
East Park (1)
East Street (1)
Fairywood (2)
Fineview (2)
Forbes (2)
Fort Pitt (4)
Frick (4)
Friendship (2)
Gladstone (2)
Grandview (4)
Greenfield (4)
Hays (1)
Holmes (3)
Homewood (4)
Knoxville (3)
Larimer (2)
Lemington (4)
Letsche (2)
Lincoln (3)
Madison (3)
Manchester (4)
Mann (3)
Miller (3)
Morse (1)
Murray (4)

Non-Compensatory

Banksville (3)
Beechwood (6)
Boggs Avenue (2)
Bon Air (1)
Brookline (5)
Carmalt (4)
Chatham (3)
Colfax (2)
Concord (4)
Davis (2)
Fairview (1)
Fulton (3)
Halls Grove (1)
Lee (4)
Liberty (3)
Linden (3)
Mifflin (3)
Minadeo (5)
Morningside (4)
Morrow (3)
Mt. Oliver (3)
Oakwood (1)
Overbrook (2)
Park Place (1)
Pioneer (2)
Regent Square (1)
Roosevelt (4)
Schaeffer (2)
Spring Hill (2)
Sterrett (2)
Sunnyside (3)
Swisshelm (1)
West Liberty (3)
Westwood (3)
Whittier (4)
Wightman (2)

Appendix A

NUMBER OF KINDERGARTEN SESSIONS (1966-1967) (contd.)

Compensatory	Non-Compensatory
McCleary (2)	
McKelvy (2)	
McNaugher (3)	
Northview Heights (6)	
Phillips (3)	
Prospect (4)	
Rogers (4)	
Schiller (2)	
Sheraden (4)	
Spring Garden (2)	
Stevens (4)	
Vann (3)	
Weil (4)	
Woolslair (2)	

Appendix B

GROUP INTERVIEW SCHEDULE
KINDERGARTEN PROGRAM

1. What are the major objectives of the kindergarten program? (How does a child benefit from participating in the program?)

2. What are the physical, social, emotional, and mental characteristics of children when they enter the program?

3. What kinds of growth take place in children as a result of their kindergarten experience? (What kinds of attitudes, concepts, understandings, and habits of living and thinking do you hope to develop?)

4. What kinds of activities are specified for children in the program? How do these activities contribute to the objectives of the program? What materials and facilities are needed for each activity? Is any additional help desirable?

5. What criteria do you use to evaluate the kinds of growth that take place in each child during the year?

6. What criteria are used to judge whether or not a child should go on to the next level?

7. What kinds of personnel are needed to implement the program? What functions and specific tasks does each perform? What personal and professional qualifications are called for?

8. How do you keep interested people (yourselves, other teachers and administrators, parents, etc.) informed about the purposes, methods, needs, and problems of the program?

9. LIBRARY AIDES PROGRAM

9. LIBRARY AIDES PROGRAM

Introduction

History of the Program

The Library Aides Program was begun during the last several weeks of the 1965-1966 school year and became fully operational in the 1966-1967 school year. Forty-eight schools participated in the program, most of these being in the program at its inception. A further breakdown of schools shows that 44 of the 48 are elementary schools with 24 being public and 24 parochial. Each of the 24 library aides divides his time equally between one public and one parochial school, all of which are located in certified ESEA areas. The aides were trained during a week-long session from May 9 to May 13, 1966 and at follow-up sessions held during the following fall and spring.

During the first weeks the program was operating, the Office of Research made a preliminary examination of the library aides' activities in order to compile the 1966 ESEA evaluation report. The information collected was necessarily limited. It mainly concerned the number of classes in each public school utilizing the services provided by library aides in the following categories: (1) library books and materials for classroom use, (2) charging out books, (3) picture book stories, and (4) other services. The evaluation also noted the number of pupils in the primary grades scheduled to the library. The data incorporated in the report provided at least a rough picture of the activities of the library aides in the different public schools.

Description of the Program

A definition meeting for the Library Aides Program was held on February 10, 1967. In attendance were the 21 library aides working in elementary schools, 18 public school librarians, 16 parochial school librarians, two supervisors and the Director of the School Library Services from the Pittsburgh Public Schools, and the Director of the Library Department of the Pittsburgh Parochial Schools. After brief opening remarks by the Director of Research, the participants were divided into six discussion groups for consideration of an agenda developed by the Office of Research (see Appendix A for the Group Interview Schedule). Notes taken in these discussion groups were used to compile the program definition which is presented in the following pages to afford a description of the program.

Library Aides Program Definition

OUTCOMES

I. Major Objectives--changes expected to occur as a result of the program. There are two types of major objectives.

A. Terminal Objectives--the results at the end of the program which demonstrate successful completion of the program

The Library Aides Program was established to provide a trained aide to assist the librarian with general and paraprofessional duties. The terminal objective of the program is to free the librarian from routine duties so that she can devote more of her time to the professional activities for which she is trained.

B. Ultimate Objectives--the long range goals of the program. These are objectives to which the program hopefully contributes, but for which it does not have sole responsibility. The ultimate objectives of the Library Aides Program are the following:

1. Providing students in the library with more individualized service
2. Giving students more library time and greater access to library facilities
3. Extending library facilities and services to more students in grades 1 through 3
4. Extending the time when the library is open in parochial schools
5. Developing favorable attitudes in children toward the library
6. Stimulating children's interest in books and their desire to read

II. Enabling Objectives--the things that must be done during the program to insure the accomplishment of the major objectives. In order to free the librarian for professional duties, the aide must help the librarian by performing the following services:

A. Keeping a better organized library and providing better library services

B. Helping teach children how to use library facilities

C. Reading books to children

III. Other Benefits--benefits expected to accrue to teachers, parents, the school, and the community as a result of the program. The by-product benefits of the Library Aides Program are the following:

A. Increased opportunities for enrichment of the school program

B. An increase in librarian-school communications about library facilities

C. Supplementary assistance provided to teachers through such things as informative bulletin boards and gathering course materials

D. Parents' increased interest in what children are reading and the books they bring home

E. Increased control in the library

F. A link between the school and the community
The aide provides the librarian and other teachers with information about the community and also functions within the community as an adult who is part of the school.

G. Decreased racial prejudices in children through the influence of the aide

ANTECEDENTS

I. Participants

A. Selection Characteristics--the criteria that are used to determine who shall participate in the program

Twenty-one public and 21 parochial Title I elementary schools were selected to participate in the program.

In these selected schools, all students in the fourth grade and up are scheduled to the library. In some schools, first- through third-grade students also go to the library. In addition, library aides may visit classrooms in the first three grades for story telling.

B. Entering Behaviors--characteristics of students in the program which are related to performance in the program. Although there are no distinctive behaviors peculiar to all students participating in the program, some of them exhibit the following characteristics:

1. Lack of appreciation for the value and importance of books
2. Lack of self-control in the library
3. Deficient library skills
4. Poor habits and attitudes in regard to library materials
5. Limited experiences
6. Limited reading interests
7. Some hostility toward school
8. Hunger for beauty

II. Staff--qualifications with respect to specific positions

Staff Member	Professional Qualifications	Personal Qualifications
Supervisor	1. Pennsylvania teaching certificate 2. Master's degree in library science	
Director	1. Pennsylvania teaching certificate 2. Master's degree in library science	

Staff Member	Professional Qualifications	Personal Qualifications
Librarian	1. Pennsylvania teaching certificate 2. At least 12 hours credit in library science preferred	
Library Aide	High school degree	Residence in neighborhood area preferred

III. Support

A. Administrative Support--administrative personnel who cooperate in carrying out the program

The principals in the participating schools support the Library Aides Program by providing general cooperation and by scheduling the classes to the library.

B. Human Resources--non-administrative and non-staff personnel whose contributions and cooperation are necessary to the operation of the program

Teachers in the individual schools support the Library Aides Program by helping to provide time for students to use the library.

C. Media--the materials, supplies, and equipment required or desireable for program activities

In addition to regular library resources, the following materials are needed for the Library Aides Program:

1. Pictures and bulletin board materials, particularly contemporary materials
2. Typewriters
3. Book trucks
4. Film strips and slides
5. Vertical files

D. Facilities

The main facility required by the Library Aides Program is well-equipped, permanent libraries with adequate storage space.

IV. Time Constraints

All students in participating schools in the fourth grade and up have regularly assigned class periods in the library.

The library aide's time must be divided equally between the public and parochial schools with a half week spent at each.

PROCESS

I. Participant Activities--the day-to-day program activities that will ultimately lead to the achievement of objectives

The focus of this program is the activities performed for student benefit by the librarian and the library aide.

II. Staff Functions and Activities

A. Staff Functions and Duties with Respect to Specific Positions

Staff Member	Functions	Duties
Supervisor	1. Offers support and guidance to the librarian	a. Visits library and observes librarian b. Offers suggestions c. Helps in solving problems
	2. Instructs librarian	Demonstrates instructional practices and techniques
	3. Trains new library aides	

Staff Member	Functions	Duties
Supervisor (contd.)	4. Coordinates the program between the parochial and public schools	Provides for a cross-fertilization of ideas
Director	1. Formulates and implements the administration of the program 2. Trains librarians and directs their supervision 3. Provides support and guidance for librarians	Consults with supervisor
Librarian (public schools)	1. Supervises the work of library aides	
	2. Maintains a well-organized library	Builds the library collection through the wise selection of new materials
	3. Provides services to classroom teachers	Contacts classroom teachers to provide library experiences related to classroom experiences
	4. Instructs children in the use of the library	
	5. Inspires children to use the library	a. Designs a variety of group and individual learning experiences

Staff Member	Functions	Duties
Librarian (public schools) (contd.)		b. Reads to children to develop their appreciation of literature c. Counsels children in their reading to help them select books which encourage reading growth
Librarian (parochial schools) A full-time teacher substitutes in the absence of librarians in the parochial schools.	Same as librarian for public schools, but more limited in scope	Same as librarian for public schools, but more limited in scope
Library Aide (public schools) Aide duties are suggestive, not required.	1. Relieves librarian of routine duties	a. Prepares new books b. Does typing and filing c. Receives returned books d. Prepares books for binding e. Straightens shelves f. Does routine housekeeping g. Prepares bulletin boards h. Does mending and jacketing of books i. Does carding of books

Staff Member	Functions	Duties
Library Aide (public schools) (contd.)		j. Keeps records of book distribution to classrooms k. Keeps catalog of film strips l. Locates pictures from old magazines for the picture file m. charges books
	2. Provides activities and instruction for children	a. Listens to children read aloud b. Explains shelf arrangements to small children
	3. Provides a link between the school and the community or neighborhood	
Library Aide (parochial schools)	Same as for public schools. In addition, covers the library since there are no regular librarians.	

B. Intra-staff Communication and Coordination

In the Library Aides Program the following communication and coordination take place among the staff:

1. Aides receive their directions or instructions directly from the librarians, orally or in writing. In parochial schools this is usually done by leaving notes. The aide reports to the librarian and asks for assigned duties.

2. The supervisor visits the libraries, consults directly with librarians, and is available any time by telephone.
3. The supervisor conducts in-service training for aides. Aides are free to contact the supervisor whenever any problems arise.
4. The director and supervisor work closely and consult frequently.

It was also suggested that in the future monthly bulletins or reports on particularly successful programs and ideas be distributed to program staff.

Statement of the Problem

The evaluation of the Library Aides Program had four general aims: (1) to determine how librarians divide their time among various duties performed in the library, (2) to determine how library aides divide their time among these duties, (3) to determine whether librarians who are assigned library aides devote more of their time to professional duties, and (4) to assess the librarians' attitudes toward the program.

It was assumed that all activities performed in the library could be divided into three categories and that all three must be performed to keep a library functioning successfully. These categories are as follows:

1. Professional duties: those which must be performed by a person with a specialized training and educational background

2. Paraprofessional duties: those which should be performed by an individual with some, but not necessarily extensive, training

3. General duties: those which are routine and must be performed in the library but which require minimal training

The latter two categories of duties can be performed by the library aide, a paraprofessional who has received specialized training which permits her to assist the librarian. It is assumed that students benefit most from increased professional assistance in the library, assistance that can only come from a librarian freed from routine, non-professional duties.

The evaluation of the Library Aides Program had two limitations. Although it is one of the few ESEA programs operating jointly in both public and parochial schools, the program in the parochial schools is not as extensively developed as the one in the public schools. For example, the Director of Library Services for the parochial schools is a full-time librarian at one of the high schools. None of the parochial school librarians is full-time; in fact, with one or two exceptions, they are full-time teachers who can work in the library only during free time and after school. Therefore, this evaluation focuses only on the public school program.

A second limitation results from the fact that it is difficult to specify how a librarian divides her time among the range of activities. At a given moment, personnel may be performing two or more duties simultaneously or may be continually changing from one activity to another. In addition, day-to-day and week-to-week activities in the library may vary, making it difficult to designate any day or week as being representative of activities for the entire year.

Method

A control group of eight schools was selected at a meeting held in late September 1966 by members of the Office of Research and the Library Services Department. The schools were chosen from the 30 ESEA elementary schools not in the program on the basis of their similarity to the program schools in the following areas: size of school, location of school, type of library, experience of the librarian, and whether the librarians were full- or part-time.

A questionnaire was developed to ascertain the activities of the librarians and library aides and their views of the program. The questionnaire consisted of three parts: Part I, Time Spent Performing Service; Part II, Use of Services; and Part III, Comments on the Library Aides Program. This questionnaire was sent to all librarians and library aides in the elementary program schools and to the eight librarians in the control schools. The questionnaires sent to program participants were identical in Parts I and II but differed for librarians and library aides in Part III. Part III was omitted on questionnaires sent to librarians in the control schools. Copies of these questionnaires are found in Appendix B.

The most important section of the questionnaire was Part I, a list of 20 basic activities performed by librarians and library aides. A worksheet accompanied the questionnaire (see Appendix C) for librarians and library aides to use in recording the time spent on each activity. Part II of the questionnaire asked (1) the number of teachers consulted about their needs for books and materials, (2) the number of classes having picture book stories read by the library aide, and (3) the number of classes having library books and materials in their rooms which had been brought by the library aide during the two-week period. Part III of the questionnaire asked for comments on the advantages and disadvantages of the program and requested suggestions for improvement.

All questionnaires were completed and returned. All respondents divided activities within a fairly standard week, with none deviating more than 100 minutes from the standard week, or 20 minutes on a five and a half hour day.

Results

Part I of the Questionnaire

Separate tabulation was made of the data from Part I for each of the two weeks examined by the three respondent groups: librarians in the control group, librarians in the program group, and library aides. The times for the two weeks were aggregated (librarian data, by schools, are presented in Appendix D). The data analysed here represent the two-week average of each respondent group. The listing of duties in the following tables fulfills two of the general aims of the study: to determine how librarians *and* library aides divide their time in the performance of different activities and duties.

The third objective of the evaluation was to determine whether a librarian with a library aide devotes more of her time to performing professional activities than a librarian without a library aide. In analyzing the relevant data, difficulties of interpretation arose because there was a substantial difference between full- and part-time librarians in the program schools as to the time devoted to professional activities. Since there were only three full-time librarians and five part-time librarians in the control group and since this full-time/part-time variable was only one of five similarly weighted factors considered when choosing the control schools, a meaningful separation of the control schools into two subgroups could not be made, especially for purposes of comparison with the program schools.

Collectively, however, the eight control schools showed a marked similarity in the division of activities, and preliminary comparisons could be made between the control and program schools. A chi-square test of significance was used to analyze these comparisons. Also, for purposes of comparison, only librarian time was considered. Accordingly, all division of time on the tables represents a percentage division of nonteaching, or librarian, time.

Table I presents the division of time between professional, paraprofessional, and general duties by librarians in program and control schools. As can be seen from a comparison of the two columns, librarians in the program schools devote a larger percentage of their time to professional duties than do those in control schools. Librarians who are assigned a library aide spend more than 60 percent of their time on professional duties while librarians without aides spent 50 percent of their time on professional duties. However, the differences between the subtotals for the two groups is not statistically significant.

TABLE 1

Percentage of Time Spent Performing Duties in Three Categories
Librarians in Program and Control Schools

Library Duties	Program Schools N=21	Control Schools N=8
PROFESSIONAL:		
Giving book talks	5.1	3.9
Advising teachers about books or reference	1.8	2.0
Instructing in the use of the library	14.6	12.4
Directing free reading periods, including individualized reading guidance	15.8	16.2
Helping children find material for circulation or reference	10.1	9.1
Planning library lessons, including instructional materials	5.9	2.9
Supervising student assistants, library clerks, Youth Corps students	.7	1.4
Disciplining pupils	4.8	2.1
Sub-total	60.6	50.0
PARAPROFESSIONAL:		
Reading aloud, including picture-book stories	10.8	17.0
Gathering materials for classes; compiling bibliographies	1.6	2.1
Listening to children read	2.0	2.1
Planning and arranging bulletin boards and book displays	1.2	1.0
Sub-total	15.6	22.2
GENERAL:		
Checking out materials to classes; delivering and collecting them	1.6	3.0
Circulating books--checking over-dues and collecting fines	13.0	15.2
Shelving books	2.2	4.2
Performing general clerical duties (making new cards, filing cards, typing, taking inventory)	3.3	2.1
Preparing new books for the shelves	.3	.8
Mending or preparing books for bindery	.6	1.1
Producing the library instructional materials	1.4	.8
Sub-total	22.4	27.2

The computed chi-square test over the dichotomized variables (professional-nonprofessional activities and program-control schools) was not significant at $p < .10$, the chance level.

The high degree of variance in activities further emphasizes the insignificant contribution of the aides. For the correlation of activities between the two weeks (Appendix D), the computed r was .765, which means that approximately 50 percent of the variance in program schools is "explained" by a lack of regularity of librarian duties. This has the effect of reducing the variance to be explained by the presence of the aide.

Table 2, which lists the division of the library aides' time, indicates that the majority of their time is devoted to general duties. Among the professional duties performed by the library aides, the most frequently mentioned (by 13 out of 21) was that of helping children find material for circulation or reference. All library aides performed two or more paraprofessional duties, and 17 of the 21 performed two or more. Twenty did planning and arranging of bulletin boards; 13 read picture book stories aloud; and 14 gathered materials for classes or compiled bibliographies.

Part II of the Questionnaire

Part II of the questionnaire must have been misunderstood. There was no similarity between the responses of the librarians and those of the library aides from the same school even though questions B and C

TABLE 2

Percentage of Time Spent Performing Duties in Three Categories Library Aides

Library Duties	Percentage of Time
PROFESSIONAL:	
Advising teachers about books or reference	.8
Directing free reading periods, including individualized reading guidance	1.0
Helping children find material for circulation or reference	4.7
Planning library lessons, including instructional materials	1.1
Supervising students assistants, library clerks, Youth Corps students	.4
Sub-total	8.0
PARAPROFESSIONAL:	
Reading aloud, including picture-book stories	5.5
Gathering materials for classes; compiling bibliographies	9.3
Listening to children read	1.1
Planning and arranging bulletin boards and book displays	9.7
Sub-total	25.6
GENERAL:	
Checking out materials to classes; delivering and collecting them	6.4
Circulating books-checking overdues and collecting fines	14.8
Shelving books	18.3
Performing general clerical duties (making new cards, filing cards, typing, taking inventory)	12.7
Preparing new books for the shelves	5.3
Mending or preparing books for bindery	6.6
Producing the library instructional materials	2.4
Sub-total	66.5

specifically asked for the same material from both. Unfortunately responses for Part II were so dissimilar that the section did not provide any acceptable information.

Part III of the Questionnaire

The responses to Part III could be summarized concisely by stating that, in the opinion of librarians, the Library Aides Program provides invaluable assistance. All of the librarians stated that they had been able to devote more time to professional duties and that the program had improved their effectiveness as librarians. The only disadvantage cited was that library aides were not full time; the only repeated recommendation was that the aides should work full time.

Discussion and Conclusions

In conclusion, the findings indicate that librarians divide their time approximately equally between professional and nonprofessional duties, irrespective of the presence or absence of aides.

The presence of the aide was appreciated by all the librarians. The Library Aides Program was considered successful by all who were involved in it. No criticism of the program was offered except that the program should be extended to provide for a full-time aide.

APPENDICES

Appendix A

GROUP INTERVIEW SCHEDULE LIBRARY AIDES PROGRAM

1. What are the major objectives of the Library Aides Program as they relate to students? (What does the program expect to accomplish for students?)

2. What are the secondary objectives of the Library Aides Program namely, the means to the attainment of major program objectives? (In what other ways does the Library Aides Program contribute to better library services in the schools?)

3. Are any by-product benefits (to parents, to teachers, to the community, to the school) anticipated?

4. What are the assumptions, if any, regarding the entering skills, knowledge, and attitudes of the students enrolled in the program? Are there specific factors to consider in the schools with the Library Aides Program? Are students assumed to have certain entering behaviors and/or levels of competency which are prerequisite to success in or benefit from the program?

5. What are the functions and specific behaviors of staff members in the program? (How do the central office staff, the librarian, and the library aide promote the objectives of the program?)

6. Are there some specific materials (for example, bulletin boards) needed to supplement the Library Aides Program?

7. How can program staff members best be kept informed as to purposes and methods of operations of the program?

8. What support is necessary to operate the program? (What facilities and scheduling of classes are needed? What steps are taken to insure this support?)

APPENDIX B

QUESTIONNAIRES

Three different versions of the questionnaire were used. The questionnaire reproduced here was sent to library aides. The questionnaire sent to librarians in the program schools was different in Part III. The librarians' version of Part III is given on separate pages. The questionnaire sent to librarians in control schools had no Part III.

QUESTIONNAIRE

LIBRARY AIDES PROGRAM

(To be completed by the library aide after October 28, 1966, and returned to the Office of Research no later than November 4, 1966)

PART I - TIME SPENT PERFORMING SERVICE	Week of October 17, 1966 (No. Hrs.and/or Mins.)	Week of October 24, 1966 (No. Hrs.and/or Mins.)
1. Giving book talks		
2. Reading aloud, including picture-book stories		
3. Advising teachers about books or reference		
4. Gathering materials for classes; compiling bibliographies		
5. Checking out materials to classes; delivering and collecting them		
6. Circulating books - checking over-dues and collecting fines		
7. Shelving books		
8. Performing general clerical duties (making new cards, filing cards, typing, taking inventory)		
9. Instructing in use of the library		
10. Directing free reading periods, including individualized reading guidance		
11. Helping children find material for circulation or reference		
12. Listening to children read		
13. Preparing new books for the shelves		
14. Mending or preparing books for bindery		
15. Planning library lessons, including instructional materials		
16. Producing the library instructional materials		
17. Planning and arranging bulletin boards and book displays		

	Week of October 17, 1966 (No. Hrs and/ or Mins.)	Week of October 24, 1966 (No. Hrs and/ or Mins.)
18. Supervising:		
Library aides	______	______
Student assistants, library clerks, Youth Corps students	______	______
19. Disciplining pupils	______	______
20. Teaching academic or other non-library classes	______	______
Total Hours in a Week*	______	______

21. Specific duties and amount of additional time devoted to these duties in excess of the Total Hours given above

______________________	______	______
______________________	______	______
______________________	______	______
______________________	______	______
______________________	______	______

PART II - USE OF SERVICES, OCTOBER 17-28, 1966

A. Number of teachers consulted concerning their need for books and materials	______	______
B. Number of classes having picture-book stories told by the library aide	______	______
C. Number of classes now having in their rooms library books and materials brought by the library aide during the two-week period	______	______

---

*There are five and one-half hours for instruction in a standard day:
If you worked one day in a week, you will report 5 hrs. 30 min.
If you worked two days in a week, you will report 11 hrs.
If you worked three days in a week, you will report 16 hrs. 30 min.
If you worked four days in a week, you will report 22 hrs.
If you worked five days in a week, you will report 27 hrs. 30 min.

PART III - COMMENTS ON LIBRARY AIDES PROGRAM

A. What do you consider to be the chief advantages of the Library Aides Program?

____

____

____

____

B. What do you consider to be the chief disadvantages of the Library Aides Program?

____

____

____

____

C. In your opinion, how can the time of library aides be better utilized?

____

____

____

____

D. What recommendations do you suggest for changes in the Library Aides Program?

____

____

____

____

E. Can you cite any especially interesting experiences you have had as you have worked with teachers and students?

Signed:________________________

School:________________________

Date:________________________

PART III - COMMENTS ON LIBRARY AIDES PROGRAM
(Librarians' version)

A. **What do you consider to be the chief advantages of the Library Aides Program?**

____

____

____

____

B. **What do you consider to be the chief disadvantages of the Library Aides Program?**

____

____

____

____

C. **Have you been able, through the use of the Library Aides Program to devote more of your time to the discharging of your professional assignments?**

________ (Yes) ________ (No)

How much time? ____

____

D. **Do you feel this program has enabled you to improve your effectiveness as a librarian?**

________ (Yes) ________ (No)

In what ways? ____

____

____

____

E, **What additional duties would you like the aide to perform if the time and resources were available?**

____

____

____

____

F. What recommendations do you suggest for changes in the Library Aides Program?

____

____

____

____

____

G. Can you cite any especially interesting experiences you have had as you have worked with teachers and students?

Signed: ________________________

School: ________________________

Date: __________________________

APPENDIX C

32-33

TIME SHEET FOR WEEK OF OCTOBER 17, 1966

LIBRARY AIDES PROGRAM

	Number of Hours and/or Minutes Devoted to Activity (Show in each column)					
(To be checked by all schools)	Monday	Tuesday	Wednesday	Thursday	Friday	Total Hours
1. Giving book talks						
2. Reading aloud, including picture-book stories						
3. Advising teachers about books or reference						
4. Gathering materials for classes; compiling bibliographies						
5. Checking out materials to classes; delivering and collecting them						
6. Circulating books - checking over-dues and collecting fines						
7. Shelving books						
8. Performing general clerical duties (making new cards, filing cards, typing, taking inventory)						
9. Instructing in use of the library						
10. Directing free reading periods, including individualized reading guidance						
11. Helping children find material for circulation or reference						
12. Listening to children read						
13. Preparing new books for the shelves						
14. Mending or preparing books for bindery						

TIME SHEET FOR WEEK OF OCTOBER 17, 1966 (contd.)

LIBRARY AIDES PROGRAM

	Number of Hours and/or Minutes Devoted to Activity (Show in each column)					
(To be checked by all schools)	Monday	Tuesday	Wednesday	Thursday	Friday	Total Hours
15. Planning library lessons, including instructional materials						
16. Producing the library instructional materials						
17. Planning and arranging bulletin boards and book displays						
18. Supervising:						
Library aides						
Student assistants, library clerks, Youth Corps students						
19. Disciplining pupils						
20. Teaching academic or other non-library classes						
(To be checked by parochial schools only)						
21. Selecting books to be bought						
22. Cataloging						
23. Preparing orders for books						
24. Ordering catalog cards						
Total Hours*						

---

* There are five and one-half hours for instruction in a standard day.

TIME SHEET FOR WEEK OF OCTOBER 17, 1966 (contd.)

LIBRARY AIDES PROGRAM

	Number of Hours and/or Minutes Devoted to Activity (Show in each column)					
	Monday	Tuesday	Wednesday	Thursday	Friday	Total Hours
25. Specific duties and amount of additional time devoted to these duties in excess of the Total Hours given above						

APPENDIX D

38-39

Included in Appendix D are three tables displaying the allocation of librarian time by week and school and the allocation of librarian time by duty for control and program schools. The extreme variance of librarian activities is grossly reflected by the range of time allocated to professional library duties. Dichotomized across treatment level and weeks, the ranges are the following:

		Week of	
		17th	24th
Schools	Program	77.5	82.7
	Control	52.6	36.8

Selecting out the non-teachers (i. e. those schools with no entry in the first or fifth column in Table D-1), we have the following:

		Week of	
		17th	24th
Schools	Program	33.9	54.0
	Control	42.0	27.8

Thus, even with the influence of teaching excepted, the variance, as reflected by range, is high.

TABLE D-1

DIVISION OF LIBRARIANS' TIME BY SCHOOL

	Week of October 17, 1966				Week of October 24, 1966			
Program Schools	Teaching	Professional Library Duties	Paraprofessional Library Duties	General Library Duties	Teaching	Professional Library Duties	Paraprofessional Library Duties	General Library Duties
Arsenal	37.9	41.4	13.9	6.9	38.6	54.4	3.5	3.5
Belmar	5.5	61.8	16.4	16.4	5.5	63.6	21.8	9.1
Beltzhoover	3.6	74.8	13.7	7.9		78.2	12.6	9.2
Burgwin	36.4	33.6	12.7	17.3	36.4	36.7	14.5	12.4
Clayton	40.8	29.2	4.0	26.1	41.1	27.1	4.0	27.8
Conroy	37.2	48.9	9.3	4.6	36.3	29.3	18.1	16.3
Cowley	36.4	34.5	4.8	24.2	39.2	30.1	3.9	26.8
Greenfield	24.2	23.9	5.8	46.1	24.2	28.8	8.2	39.4
Lemington		89.7	7.9	2.4		93.0	4.2	2.7
Letsche	47.3	43.5	2.1	7.1	47.3	43.5	1.2	8.0
McKelvy		79.4	8.2	12.4		75.3	9.3	15.4
Manchester	28.0	48.6	18.7	4.7	28.0	48.6	18.7	6.5
Miller		67.8	24.1	8.2		39.0	43.7	17.3
Phillip Murray	34.3	43.2	12.4	10.0	32.4	45.8	7.3	14.5
Northview		55.8	9.7	34.5		55.2	12.1	32.7
Phillips	32.5	22.3	25.9	19.3	34.6	30.9	17.9	16.7
Schiller	63.8	22.3	1.3	12.6	67.8	17.6	1.3	13.4
Stevens		69.5	10.7	19.8		62.6	17.2	20.1
Vann		65.5	4.2	30.3		75.4	6.7	17.9
Weil		72.7	16.4	10.9		65.5	23.6	10.9
Woolslair	48.7	12.2	15.4	23.7	49.7	10.3	16.4	23.6
Control Schools								
Arlington	27.3	36.1	22.2	14.5	27.4	35.7	24.0	12.9
Crescent		53.9	17.9	28.2		54.2	20.0	25.8
Forbes	33.9	34.8	24.2	7.0	33.9	41.2	15.2	9.7
Fort Pitt		74.2	1.2	24.5		51.8	21.0	27.2
Holmes	13.4	47.3	12.9	26.4	26.1	29.7	17.0	28.2
Larimer		32.2	25.8	41.8		26.4	35.5	38.2
Lincoln	58.8	22.7	0.6	17.9	59.7	14.8	6.1	19.4
East Park	65.9	21.6	6.4	6.1	67.1	17.4	8.7	6.8

TABLE D-2

Percentage of Time Spent Performing Duties in Three Categories
Librarians in Control Group

Library Duties	Full-Time Librarians N=3	Part-Time Librarians N=5
PROFESSIONAL:		
Giving book talks	.6	5.9
Advising teachers about books or reference	.6	2.9
Instructing in the use of the library	13.7	11.7
Directing free reading periods, including individualized reading guidance	17.4	15.6
Helping children find material for circulation or reference	10.3	8.4
Planning library lessons, including instructional materials	1.5	3.8
Supervising student assistants, library clerks, Youth Corps students	1.1	1.6
Disciplining pupils	3.6	1.3
Sub-total	48.8	51.2
PARAPROFESSIONAL:		
Reading aloud, including picture-book stories	18.0	16.4
Gathering materials for classes; compiling bibliographies	.3	3.3
Listening to children read	1.1	2.7
Planning and arranging bulletin boards and book displays	.9	1.1
Sub-total	20.3	23.5
GENERAL:		
Checking out materials to classes; delivering and collecting them	.4	4.6
Circulating books--checking overdues and collecting fines	21.9	11.3
Shelving books	2.6	5.2
Performing general clerical duties (making new cards, filing cards, typing, taking inventory)	4.7	.6
Preparing new books for the shelves	.3	1.2
Mending or preparing books for bindery	.6	1.4
Producing the library instructional materials	.2	1.2
Sub-total	30.7	25.5

TABLE D-3

Percentage of Time Spent Performing Duties in Three Categories
Librarians in Program Schools

Library Duties	Full-Time Librarians N=9	Part-Time Librarians N=12
PROFESSIONAL:		
Giving book talks	7.4	3.5
Advising teachers about books or reference	1.4	2.1
Instructing in the use of the library	15.8	13.8
Directing free reading periods, including individualized reading guidance	18.2	14.1
Helping children find material for circulation or reference	13.5	7.6
Planning library lessons, including instructional materials	5.0	6.7
Supervising student assistants, library clerks, Youth Corps students	1.1	.4
Disciplining pupils	5.8	4.1
Sub-total	68.2	52.3
PARAPROFESSIONAL:		
Reading aloud, including picture-book stories	10.0	11.4
Gathering materials for classes; compiling bibliographies	1.0	2.1
Listening to children read	2.5	1.6
Planning and arranging bulletin boards and book displays	1.1	1.3
Sub-total	14.6	16.4
GENERAL:		
Checking out materials to classes; delivering and collecting them	1.2	2.0
Circulating books--checking overdues and collecting fines	10.0	15.4
Shelving books	2.1	2.4
Performing general clerical duties (making new cards, filing cards, typing, taking inventory)	1.5	4.8
Preparing new books for the shelves	.1	.6
Mending or preparing books for bindery	.1	1.1
Producing the library instructional materials	.6	2.0
Sub-total	15.6	28.3

10. PATTERN DRILLS PROGRAM

10. PATTERN DRILLS PROGRAM

Introduction

History of the Program

At the close of the 1966-1967 school year, pattern drills, designed to equip speakers of nonstandard English with the ability to use standard English, were being taught to all seventh- and eighth-grade students in the 20 secondary schools qualifying for ESEA funds. The program began in Westinghouse and Conroy Junior High Schools on February 1, 1967, with other schools being added as materials became available and teachers were given preliminary in-service training. During 1967-1968 it is planned to extend the program to the 13 qualifying elementary schools having grades seven and eight and to the Columbus Middle School, scheduled to open in September 1967.

The first step toward producing the drills now used was a linguistics consultant's taping of interviews with 96 representative seventh- and eighth-grade pupils in six Pittsburgh junior high schools. The consultant's initial analysis of these tapes produced a list of structures and sounds that needed to be treated in the drills and which formed the basis for the writing of drills by a committee of teachers. The consultant guided the committee's activities and worked with program staff in conducting a series of in-service training sessions for teachers in the philosophy and techniques of pattern drills.

Description of the Program

Pattern drills were designed to be an integral part of the regular English program for seventh- and eighth-grade students. The recommended procedure calls for a ten- to fifteen-minute daily drill on a particular phonetic or grammatical structure. Although students whom the program serves typically use non-standard phonetic and grammatical speech patterns, they have little difficulty in understanding standard speech as it is spoken in Western Pennsylvania. In the program no onus is placed on non-standard speech. On the contrary, it is freely admitted that it has its place--indeed is preferred--in many of the students' daily situations. However, it was felt that these students will be required to use standard forms in the social and business situation of middle class life.[1] Pattern drills were developed to equip them with the phonetic and grammatical tools needed for full participation in a large urban environment of which their subculture is a part.

In order to formalize this rationale and other aspects of the operational program, the Office of Research conducted group discussions by the program staff on March 28, 1967. The panel of participants was made up of nine of the 13 teachers from the two schools in which the program was then in operation (Westinghouse and Conroy), as well as the Associate Director of Instruction for English, the principal of Conroy Junior High

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[1] For a more complete discussion of the program's rationale, see Evaluation Report, 1966: Pattern Drills, Board of Public Education (Pittsburgh, 1966) p. 18-2.

School, the Director of Compensatory Education, and the Chairman of the English Department at Westinghouse Junior High School. Discussion centered around a series of questions devised by the Office of Research to elicit specific information about the program (see Appendix A) and was directed by a leader from that office. A record of this meeting provided the basis for the formal definition of the program synthesized by the program evaluator and mailed to program staff on April 25, 1967. A copy of this definition follows to provide a complete description of the program.

Pattern Drills Program Definition

GENERAL

I. Overall Statement of Objectives and Rationale for the Program

The principal objective of the Pattern Drills Program is to provide adolescents who ordinarily speak non-standard English in all situations with the ability to speak the standard English of Western Pennsylvania when the occasion calls for its use. The rationale for the program acknowledges the place of both non-standard and standard speech.

II. Scope

A. Number of Pupils and Schools Involved

At the end of the 1966-1967 school year, the program served approximately 5, 100 students in 20 qualifying secondary schools.

B. The Grades or Ages of Participants

Students served by the program include all those enrolled in grades 7 and 8 in participating schools.

C. General Description of Staff

The staff for the Pattern Drills Program is made up of all teachers of English in grades 7 and 8 in participating schools. Supervision is provided by the Supervisor of English regularly assigned to the schools involved.

OUTCOMES

I. Major Objectives--the changes that are expected to take place in program participants as a result of their experiences in the program. There are two types of major objectives.

   A. Terminal Objectives--as a direct result of the Pattern Drills Program, it is expected that students will have the following skills:

      1. Be able to communicate clearly with all speakers of English

      2. Be able to shift automatically from non-standard to standard speech and vice-versa as the situation requires

   B. Ultimate Objectives--those things which it is expected that the Pattern Drills Program will contribute to its participants in the long run:

      1. Increased job opportunities

      2. Increased self-confidence

      3. Increased opportunity for participation in the activities of middle-class society

      4. Increased enthusiasm for participation and achievement in English classes

      5. Increased ability and willingness to communicate with speakers of standard English

II. Enabling Objectives--in order to bring about the major objectives listed above, the student must first accomplish several things through the program:

   A. Be aware of the importance of standard speech in appropriate situations

   B. Respect the appropriateness of non-standard dialects in specific circumstances

   C. Be able to produce the sounds and syntax of standard spoken speech

D. Be able to imitate different patterns of standard English

E. Be able to hear and distinguish between standard English and non-standard dialects

III. Other Benefits--benefits expected to accrue to the community as a result of the Pattern Drills Program:

A. A general upgrading of the community as its citizens are able to participate increasingly in economic and social activities brought about in part by newly acquired control of middle-class speech

B. A gradual elimination of non-standard speech as today's non-standard speakers extend their knowledge and use of standard English

ANTECEDENTS

I. Students

A. Selection Criteria

The Pattern Drills Program was in effect in two of twenty qualifying secondary schools from May 1 through the end of the 1966-1967 school year. All seventh- and eighth-grade students in these schools participated, the total number coming to 1250. The only prerequisite mentioned for the program, aside from being enrolled in either the seventh or eighth grade in these schools, was "an understanding of English vocabulary." This sole requirement points up two significant observations:

1. A principal difference between the use of pattern drills in foreign language and standard English instruction lies in the fact that in learning a foreign language the student must be taught to receive as well as transmit the patterns; but in learning standard English the non-standard speaker already has a passive understanding of the patterns to be mastered.

2. Hence, in the present program, total energies can be focused on giving students control of phonological and grammatical patterns with which they are already at least passively familiar. This means that it is not generally necessary to avoid the use of lexical items for fear that they would be unknown to the children. This observation supports the consultant's

previous finding in analyzing the tapes of students' speech that lexical items were "so minimal as to be negligible."

B. Entering Behaviors

The students involved in the Pattern Drills Program, though far from a homogeneous group, have in common many observable characteristics which must be taken into consideration when planning instructional activities:

1. A majority of the students entering the program cannot control standard English.

2. Many students come from homes in which standard English is neither spoken nor accepted.

3. A large number of students feel that they would be ridiculed if they were to use standard English in their community.

4. Some students resist standard English because, in the opinions of others, they fear that its acquisition will lead adults to expect too much of them.

5. Many students expect language instruction to offer them a practical tool for communication.

II. Staff

The most important persons in the Pattern Drills Program are the individual classroom teachers, who must have as basic qualifications the ability to speak standard English and at least minimal knowledge of the purposes and techniques of pattern drills. In addition, they should be enthusiastic and convey a lack of prejudice concerning dialect differences.

III. Support

A. Administrative Support

Teachers look to the principal (and at Westinghouse to the department chairman) to provide the day-to-day support for the program within a school, such as scheduling pattern drills classes to the language laboratory. As for overall city-wide support, the central office staff is expected to provide the materials, funds, and communication necessary to initiate and maintain a successful program.

B. Human Resources--the following persons' services are important to program implementation:

1. The linguistics consultant has the following major roles:
    a. To develop and explain the philosophy of pattern drills instruction
    b. To identify the patterns of standard and non-standard speech which are to form the content of the pattern drills
    c. To help the pattern drills writing committee with the production of the drills
    d. To demonstrate the techniques of teaching the drills
    e. To provide analysis and feedback to pattern drills teachers
2. The instructional leader of English at Westinghouse coordinates the program with the larger English curriculum in the school.
3. Other teachers can facilitate the objectives of the Pattern Drills Program by stressing the same structures and pronunciations that are covered in the formal drills.

C. Media--the four most valuable materials and items of equipment and their purposes are the following:

1. The pattern drills, which provide the actual instructional content for the program and assure that a particular pattern is correctly presented with respect to rhythm, continuity, and purity
2. Charts prepared by the Office of Research and the pattern drills writing committee, which are used for motivation and visual cues
3. A tape recorder so that students may hear and evaluate their speech
4. The language laboratory, which effectively aids development of oral language skills

PROCESS

I. Student Activities

The drills prepared for the present program are based on a careful comparison between the grammatical and phonological patterns of the non-standard and standard varieties of English spoken in the Pittsburgh area because it is in this region that the vast majority of the students will live and work. The very nature of pattern drills, which utilize the aural-oral techniques also employed in modern foreign language instruction, leads to two basic student activities:

1. Listening to the standard English sound or grammatical form
2. Repeating the standard sound or grammatical form in a variety of drill practices in large groups, small groups, and individually

Several observations were made concerning the second of the two basic activities listed above:

a. Each separate drill must be limited to a specific sound or grammatical form.

b. In order to reinforce and provide for eventual automatic control of the standard pattern, frequent substitution drills are presented in which students concentrate on nonessential substitutions in phrase or sentence content while they are repeating the desired pattern unchanged.[1]

c. Occasional drills are designed for testing, but the main activity for students revolves around using the drills for pattern practice, reflecting the major objectives of the program.

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[1] For example, in a drill devoted to the standard use of "he doesn't," the students might repeat the following series of sentences, each time focusing their attention on the changing direct object of the verb, while the pattern the teacher wishes to reinforce ("he doesn't") remains constant and seemingly of secondary significance:

He doesn't see the elephant.
He doesn't see the giraffe.
He doesn't see the tiger.
He doesn't see the hippopotamus.
etc.

II. Staff Functions and Activities--the specified functions and specific duties of the pattern drills teacher are the following:

Functions	Duties
1. Teaches pattern drills	a. Motivates student for drills (Method varies with individual drills, teacher, and class) b. Presents drills and guides responses by use of oral and visual cues
2. Plans for coordinating pattern drills with the total English curriculum	a. Allots time for drills within the total English curriculum b. Incorporates knowledge and skills into rest of English program
3. Evaluates student progress	Conducts test drills
4. Serves on writing committee if appointed	Produces drills for classroom use
5. Communicates with others regarding pattern drills experience	Provides feedback to writing committee

B. Intra-staff Communication and Coordination--the following intra-staff activities provide for communication about and coordination of pattern drills:

1. At Westinghouse, teachers are kept informed of developments by the instructional leader of English and the department chairman.

2. There is informal contact among teachers of pattern drills.

3. Meetings are held between teachers and the Associate Director of Instruction for English and the English supervisor.

4. In-service sessions are conducted in the schools and at the Administration Building by the associate director, the English supervisor, and the linguistics consultant.

The linguistics consultant's analysis of the taped interviews of 96 representative seventh- and eighth-grade students (mentioned previously) provides supplementary information for the section of the program definition concerning student entering behaviors. Because of its relevance as descriptive data and because it is anticipated that the analysis will play a major part in subsequent revisions of the pattern drills, the consultant's final report is included in its entirety in Appendix B.

Statement of the Problem

The problem of evaluation was to judge the formal definition of the program with respect to its comprehensiveness, its internal consistency, and its compatibility with the program environment.

Method

Immediately following the issuance of the program definition, the program evaluator conducted individual oral interviews of field staff at Conroy and Westinghouse Junior High Schools, the two schools where pattern drills were then being taught. Four of the five participating teachers at Conroy and five of the ten teachers as well as the Chairman of the English Department at Westinghouse were interviewed in their respective schools. The questions used for these interviews (See Appendix C) were aimed at determining the compatibility of the program with its environment and concerned the use of student time, staff time, facilities, and media.

A meeting was convened on May 3, 1967 for the purpose of judging the formal program definition. The Associate Director of Instruction for English, the Supervisor of English, the Program Evaluator, the Evaluation Coordinator, a Research Assistant from the Office of Research, and the Linguistics Consultant to the Pattern Drills Program Staff and the Office of Research attended this meeting. The consultant received her A. B. with distinction and honors in Spanish and her M. A. in Linguistics from the University of Michigan. She has a long history of teaching experience in the United States and foreign countries. She is a member of Phi Beta Kappa, Phi Kappa Phi, and Pi Lambda Theta honor societies and holds membership in the following professional organizations: Research Club in Language Learning (President, 1961-1962); Teachers of English to Speakers of Other Languages; and Venezuelan Association of Teachers of English (honorary member). In addition, she has numerous publications in the field of linguistics to her credit.

Results

The responses of interviewees to questions to determine the compatibility of the program with the program environment are given in the following pages.

RESPONSES OF INTERVIEWEES

Question 1

What does the student give up in order to participate in the Pattern Drills Program?

Answers by Respondents

1. Traditional grammar three times weekly, for approximately ten minutes each time
2. Other oral activities
3. Traditional grammar ten minutes daily
4. Traditional grammar, stories, plays for an average of ten minutes daily
5. Tries to vary the phase of the English program displaced by Pattern Drills. Average of five minutes daily
6. Traditional grammar and occasional composition writing
7. Varies content displaced by Pattern Drills. Also cuts down on amount of supervised study. Approximately three ten-minute sessions weekly
8. Traditional grammar and occasional composition writing. Does not have complete English assignment and uses the program only sporadically
9. Displaced content varies. Five to ten minutes daily

Question 2

How does Pattern Drills instruction affect the learning objectives of the total English program in Grades 7 and 8?

Answers by Respondents

1. (1) Helps reinforce traditional grammar
   (2) Helps make standard grammar automatic
   (3) Makes children aware of standard forms

2. (1) Helps children to speak standard English
   (2) Improves students' writing

3. (1) Reinforces writing instruction
   (2) Helps children to speak standard English

4. Supplements usage instruction. (This respondent further observed that low-ability classes are least interested, resulting in the program's being least effective for those students who need it most.)

5. (1) Improves all phases of the total English program--oral and written
   (2) Particularly affects standard speech usage

6. (1) Helps motivate entire English program by making for a livelier English class
   (2) Scholars' classes (which have Television Linguistics Program) are able to see connection between Pattern Drills and structural grammar.

7. Too soon to know. Hopefully the program will help children speak standard English.

8. (1) Strengthens composition objectives
   (2) Hopes to have children eventually be able to handle standard speech

9. Repetition of drills should help to reinforce standard forms. Sees little change so far.

Question 3.a.

What does the staff give up in terms of preparation time?

Answers by Respondents

1. Ten minutes per lesson

2. Five minutes daily

3. A few minutes for each lesson

4. Ten to 15 minutes daily

5. Five or six minutes daily

6. Minimal. This teacher is a working member of the curriculum writing committee.

7. Ten to 15 minutes weekly

8. Twenty to 30 minutes for each drill

9. Fifteen to 20 minutes for each drill

Question 3. b.

What does the staff give up in terms of in-service training?

Answers by Respondents

1. Has attended three meetings (6 hours). Finds this adequate for teaching the drills

2. Has attended three meetings (8 hours). Adequate for learning basic technique but would like more instruction in the theory behind the program

3. Three meetings. Adequate, but would like more theory training

4. Two meetings. (4 hours) Adequate as to "how" but not as to "why"

5. Two meetings. Adequate

6. Four meetings, including participation in Program Definition meeting sponsored by Office of Research. (Teacher views Program Definition meeting as a type of in-service training activity.)

7. Four meetings, including Program Definition meeting. Adequate, but wants to know more about approaches and techniques

8. Three hours. Inadequate. Needs more help with techniques

9. One meeting. Adequate

Question 3.c.

Other than preparation time and in-service training, what else does the staff give up for Pattern Drills instruction?

Answers by Respondents

1. Has read Social Dialects[1]

2. (1) Has used pattern drill techniques in foreign language instruction
   (2) Attended lecture on linguistics

3. (1) Has read Social Dialects
   (2) Attended lecture on linguistics

4. Has read Social Dialects and other relevant literature

5. Nothing

6. (1) As member of curriculum writing committee, has interpreted program for other teachers
   (2) As department chairman, is in charge of distribution of materials
   (3) Attended lectures on linguistics

7. None

8. None

9. Has "looked over" Social Dialects

Question 4

How does Pattern Drills instruction affect the teaching objectives of the total English program?

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[1] Shuy, Roger, Ed., Social Dialects and Language Learning, (Champaign, Illinois, 1964).

Answers by Respondents

1. It makes for a more practical way of teaching grammar.

2. It helps the teacher to realize objectives relating to the teaching of grammar.

3. (1) It aids in the teaching of grammar.
   (2) It helps with instruction in phonetics.

4. It makes grammar objectives more concrete.

5. Every teacher has the objective to teach his students to speak standard English, and Pattern Drills help the teacher to realize that objective.

6. (1) It narrows the gap between teaching and learning standard English.
   (2) It provides a more sensible approach to the teaching of standard English.

7. It is not possible to evaluate the effect of Pattern Drills instruction on the total English program at this time.

8. (1) It reinforces grammar objectives.
   (2) It provides a correlation between textbook and classroom activities.

9. It helps teachers to evaluate students' work.

Question 5

Are there any special facilities needed for Pattern Drills instruction?

Answers by Respondents

1. None, except that more charts are needed

2. None

3. The use of the language laboratory is highly desirable.

4. The language laboratory is helpful but not required.

5. None

6. None

7. A tape recorder

8. None

9. None

Question 6

To what extent, if any, are other programs being affected by Pattern Drills instruction?

Answers by Respondents

1. None

2. None

3. None so far

4. A growing self-confidence in language will hopefully lead to a greater self-confidence in other subjects.

5. None. Too early to tell

6. None, except that eighth-grade Scholars are able to relate Pattern Drills instruction to structural grammar course (TV linguistics)

7. In time, Pattern Drills' concern with speech rhythms should improve oral and written work.

8. Not yet. (This teacher has the same class for social studies and has not noted any transfer.)

9. None

Question 7

Do the gains outweigh the losses, or vice versa?

Answers by Respondents

1. Gains outweigh losses

2. Gains outweigh losses

3. Gains outweigh losses

4. Cannot evaluate at this time. Too soon to see any improvement

5. There are no losses to outweigh in this respondent's opinion

6. Gains outweigh losses

7. This teacher is waiting for objective data on this point. Feels that gains should outweigh losses

8. Too soon to know. Hopes that gains will outweigh losses

9. Gains outweigh losses

Question 8

How are other programs in the school affecting Pattern Drills instruction?

Answers by Respondents

1. Not aware of any way to date

2. None at this time

3. The rest of the school has been asked to stress the use of standard English. This reinforces Pattern Drills instruction.

4. Not affected

5. Not aware of any way to date

6. Minimal to date

7. Not affected

8. Too early to evaluate

9. Not affected

Findings of the panel relative to comprehensiveness and internal consistency are presented in the following pages in a format which relates them, item by item, to specific parts of the taxonomy and of the program definition.

PROJECT PATTERN DRILLS

Page 1

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy OUTCOMES

Specific Dimensions	Program Definition	Judgments
I. Major Objectives--the changes that are expected to take place in program participants as a result of their experiences in the program		
A. Terminal Objectives	As a direct result of the Pattern Drills Program, it is expected that students will have the following skills:	
	1. Be able to communicate clearly with all speakers of English	Because of the many varieties of standard English, the objective as it is worded may not be too realistic. The consultant suggests restatement as "Be able to communicate clearly with those people with whom they come in contact in Western Pennsylvania."
	2. Be able to shift automatically from non-standard to standard speech and vice versa as the situation requires	There are two separate objectives here: a. "Be able to speak standard speech when appropriate" b. "Be able to shift from non-standard to standard speech when the situations requires

PROJECT PATTERN DRILLS Page 2

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy OUTCOMES

Specific Dimensions	Program Definition	Judgments
A. Terminal Objectives (contd)		Have criteria been developed for terminal objectives? The program has not made it clear that the schools is not devaluating the non-standard English spoken in the home and the community.
B. Ultimate Objectives--those things which it is expected that the Pattern Drills Program will contribute to its participants in the long run	1. Increased job opportunities	These are valid Ultimate Objectives, but might logically be rearranged as follows: 1, 2, 5, 4, 3.
	2. Increased self-confidence	
	3. Increased opportunity for participation in the activities of middle-class society	
	4. Increased enthusiasm for participation and achievement in English classes	
	5. Increased ability and willingness to communicate with speakers of standard English	Perhaps this is a Terminal, rather than an Ultimate Objective. The concept of "willingness," is not really related to the program's objectives.

PROJECT PATTERN DRILLS

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy OUTCOMES

Specific Dimensions	Program Definition	Judgments
II. Enabling Objectives--in order to bring about the major objectives listed above, the student must first accomplish several things through the program:	1. Be aware of the importance of standard speech in appropriate situations	The recording "Our Changing Language" (McGraw-Hill, 1967) could be used to implement this objective.
	2. Respect the appropriateness of non-standard dialects in specific circumstances	
	3. Be able to produce the sounds and syntax of standard spoken speech	This could better be stated as: "Be able to produce the phonological and grammatical patterns of standard spoken speech."
	4. Be able to imitate the different patterns of standard English	This might be more clearly stated as: "Be able to discriminate among the different patterns of standard English." Logically, number 4 should precede number 3, since discrimination precedes the ability to produce a sound or structure.
	5. Be able to hear and distinguish between standard English and non-standard dialects	Some specific examples for clarification and guidance of teachers could be included.

PROJECT PATTERN DRILLS Page 4

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy OUTCOMES

Specific Dimensions	Program Definition	Judgments
II. Enabling Objectives--in order to bring about the major objectives listed above, the student must first accomplish several things through the program: (contd.)		Program staff may want to determine how these Enabling Objectives are related to desired outcomes and how they can be measured. What are the specific activities for each Enabling Objective?
III. Other Benefits--benefits expected to accrue to the community as a result of the Pattern Drills Program	A. A general upgrading of the community as its citizens are able to participate increasingly in economic and social activities brought about in part by newly acquired control of middle class speech	"Standard" is a more accurate description of the speech referred to than is "middle class."
	B. A gradual elimination of non-standard speech as today's non-standard speakers extend their knowledge and use of standard English	If this concept is internally inconsistent (i.e., in conflict with the program's objectives), it should be eliminated from the definition.

PROJECT PATTERN DRILLS Page 5

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy ANTECEDENTS

Specific Dimensions	Program Definition	Judgments
I. Students		
A. Selection Criteria	The Pattern Drills Program was in effect in two of twenty qualifying secondary schools from February 1 through the end of the 1966-1967 school year. All seventh- and eighth-grade students in these schools participated, the total number coming to 1250. The only prerequisite mentioned for the program, aside from being enrolled in either the seventh or eighth grade in these schools, was "an understanding of English vocabulary." This sole requirement points up two significant observations:	
	1. A principal difference between the use of pattern drills in foreign language and standard English instruction lies in the fact that in learning a foreign language the student must be taught to receive as well as transmit the patterns; but in learning standard English, the non-standard speaker already has a passive understanding of the patterns to be mastered.	The following could be added: "Students who do not speak some form of English natively are not expected to benefit from the program."

PROJECT PATTERN DRILLS

Page 6

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy ANTECEDENTS

Specific Dimensions	Program Definition	Judgments
A. Selection Criteria (contd)	2. Hence, in the present program, total energies can be focused on giving students control of phonological and grammatical patterns with which they are already at least passively familiar. This means that it is not generally necessary to avoid the use of lexical items for fear that they would be unknown to the children. This observation supports the consultant's previous finding in analyzing the tapes of students' speech that lexical items were "so minimal as to be negligible."	
B. Entering Behaviors	The students involved in the Pattern Drills Program, though far from a homogeneous group, have in common many observable characteristics which must be taken into consideration when planning instructional activities:	
	1. A majority of the students entering the program cannot control standard English.	This could be added as the first item under Entering Behaviors: "All students speak some form of English natively."

PROJECT PATTERN DRILLS

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy ANTECEDENTS

Specific Dimensions	Program Definition	Judgments
B. Entering Behaviors (contd)	2. Many students come from homes in which standard English is neither spoken nor accepted.	
	3. A large number of students feel that they would be ridiculed if they were to use standard English in their community.	
	4. Some students resist standard English because, in the opinion of teachers, they fear that its acquisition will lead adults to expect too much of them.	
	5. Many students expect language instruction to offer them a practical tool for communication.	It is not made clear that students are concerned with communication outside of the school also. Consideration has not been given to ways of measuring this expectation.
II. Staff	The most important persons in the Pattern Drills Program are the individual classroom teachers, who must have as basic qualifications the ability to speak standard English and at least minimal knowledge of the purposes and techniques of pattern drills. In addition, they should be enthusiastic and convey a lack of prejudice concerning dialect differences.	What are the specific functions and duties of the program staff?

PROJECT PATTERN DRILLS

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy ANTECEDENTS

Specific Dimensions	Program Definition	Judgments
III. Support		
A. Administrative Support	Teachers look to the principal (and at Westinghouse to the department chairman) to provide the day-to-day support for the program within a school, such as scheduling pattern drills classes to the language laboratory. As for overall city-wide support, the central office staff is expected to provide the materials, funds, and communication necessary to initiate and maintain a successful program.	
B. Human Resources	The following persons' services are important to program implementation: 1. The linguistics consultant has the following major roles: a. To develop and explain the philosophy of pattern drills instruction b. To identify the patterns of standard and non-standard speech which are to form the content of the pattern drills c. To help the pattern drills writing committee with the production of the drills d. To demonstrate the techniques of teaching the drills e. To provide analysis and feedback to pattern drills teachers	

PROJECT PATTERN DRILLS   Page 3

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy ANTECEDENTS

Specific Dimensions	Program Definition	Judgments
B. Human Resources (contd)	2. The instructional leader of English at Westinghouse coordinates the program with the larger English curriculum in the school. 3. Other teachers can facilitate the objectives of the Pattern Drills Program by stressing the same structures and pronunciations that are covered in the formal drills. The four most valuable materials and items of equipment and their purposes are the following: 1. The pattern drills, which provide the actual instructional content for the program and assure that a particular pattern is correctly presented with respect to rhythm, continuity, and purity 2. Charts prepared by the Office of Research and the pattern drills writing committee, which are used for motivation and visual cues 3. A tape recorder so that students may hear and evaluate their speech 4. The language laboratory, which effectively aids development of oral language skills	

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REPORT OF PANEL PROCEEDINGS

Section of Taxonomy PROCESS

Specific Dimensions	Program Definition	Judgments
I. Student Activities	The drills prepared for the present program are based on a careful comparison between the grammatical and phonological patterns of the non-standard and standard varieties of English spoken in the Pittsburgh area because it is in this region that the vast majority of the students will live and work. The very nature of pattern drills, which utilize the aural-oral techniques also employed in modern foreign language instruction, leads to two basic student activities:	
	A. Listening to the standard English sound or grammatical form	"Listening to and discriminating the standard English sound and grammatical patterns (minimal pairs)," would be a more accurate and complete statement of this activity.
	B. Repeating the standard sound or grammatical form in a variety of drill practices in large groups, small groups, and individually	
	Several observations were made concerning the second of the two basic activities listed above:	
	1. Each separate drill must be limited to a specific sound or grammatical form.	"Contrast" would be better here than "form."

PROJECT PATTERN DRILLS

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy PROCESS

<table>
<tr><th>Specific Dimensions</th><th colspan="2">Program Definition</th><th>Judgments</th></tr>
<tr><td>I. Student Activities (contd.)</td><td colspan="2">2. In order to reinforce and provide for eventual automatic control of the standard pattern, frequent substitution drills are presented in which students concentrate on nonessential substitutions in phrase or sentence content while they are repeating the desired pattern unchanged.
3. Occasional drills are designed for testing, but the main activity for students revolves around using the drills for pattern practice, reflecting the major objectives of the program.</td><td>The definition might logically be expanded to establish specific connections between Enabling Objectives and Student Activities.
How is the time dimension evaluated? In the opinion of the linguistics consultant, not enough time is alloted for pattern drills instruction, nor is continuity adequate to realize the program's objectives. This is seen in the program's present definition.</td></tr>
<tr><td>II. Staff Functions and Activities</td><td colspan="2">The specified functions and specific duties of the pattern drills teacher are the following:</td><td rowspan="3">What is the relationship between teacher functions and activities and program objectives?</td></tr>
<tr><td>A. Staff Functions and Duties with Respect to Specific Positions</td><td>Functions</td><td>Duties</td></tr>
<tr><td></td><td>1. Teaches pattern drills</td><td>a. Motivates students for drills (method varies with individual drills, teacher, and class)
b. Presents drills and guides responses by use of oral and visual cues</td></tr>
</table>

PROJECT PATTERN DRILLS

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REPORT OF PANEL PROCEEDINGS

Section of Taxonomy PROCESS

Specific Dimensions	Program Definition		Judgments
	Functions	Duties	
A. **Staff Functions and Duties with Respect to Specific Positions** (contd.)	2. Plans for coordinating pattern drills with the total English curriculum	a. Allots time for drills within the total English curriculum b. Incorporates knowledge and skills into rest of English program	
	3. Evaluates student progress	Conducts test drills	
	4. Serves on writing committee if appointed	Produces drills for classroom use	
	5. Communicates with others regarding pattern drills experience	Provides feedback to writing committee	
B. **Intra-staff Communication and Coordination**	The following intra-staff activities provide for communication about the coordination of pattern drills: 1. At Westinghouse, teachers are kept informed of developments by the instructional leader of English and the department chairman. 2. There is informal contact among teachers of pattern drills.		

PROJECT PATTERN DRILLS

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REPORT OF PANEL PROCEEDINGS

Section of Taxonomy PROCESS

Specific Dimensions	Program Definition	Judgments
B. Intra-staff Communication and Coordination (contd)	3. Meetings are held between teachers and the Associate Director of Instruction for English and the English Supervisor. 4. In-service sessions are conducted in the schools and at the Administration Building by the Associate Director, the English Supervisor, and the Linguistics Consultant.	

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Discussion and Conclusions

The Pattern Drills Program cannot be judged incompatible with its environment because the teachers interviewed regard the program as compatible with their overall activities and do not see it as infringing upon other programs in their schools. It should be noted in this connection that since pattern drills are taught as part of the regular English class, students are not required to give up any other subject or activity in order to participate.

The program definition in its present stage of development is reasonably complete. However, attention is invited to the following means of expansion:

1. Developing sufficient enabling objectives to clarify the route toward terminal objectives
2. Listing of activities for all the enabling objectives
3. Including measurement criteria where possible for the stated objectives
4. Specifying qualifications for teachers and the appropriate training activities to help them achieve these qualifications. (It may be noted that several teachers expressed the need for a more thorough background in the theory on which pattern drills instruction is based.)
5. Formulating specific functions and duties for program staff

Although the present program definition is reasonably consistent, its internal consistency would be strengthened and would rest on a more solid foundation if the following steps were taken:

1. Terminal objectives were restated in terms of specific student behavior

2. The time specifications were reexamined in terms of student benefit

Planned Future Evaluation Activities

The Office of Research has assumed the responsibility for constructing a series of instruments suitable for measuring student performance in the Pattern Drills Program. The rationale for these instruments is presented in Appendix D. After the instruments are developed, they will be utilized in the Stage III evaluation of the program.

APPENDICES

Appendix A

GROUP INTERVIEW SCHEDULE
PATTERN DRILLS PROGRAM

OBJECTIVES

1. What are the objectives that the Pattern Drills Program seeks to accomplish for the students in your school? What should students be able to do as a result of participation in this program?

2. Are there any objectives, not directly related to students' accomplishment in the classroom, which may be realized through Pattern Drills, and which will help bring about the major objectives you have listed?

3. Do you see any by-product benefits to parents, teachers, community, or school that may result from the Pattern Drills program, even though they may not specifically help bring about the major objectives?

STUDENTS

1. What are the principal characteristics and attitudes of students participating in the program?

2. What are the activities which students typically take part in which help them realize the major objectives of the program?

3. Are there any skills or knowledge which students need before they can benefit from the Pattern Drills Program?

4. Are there any special skills or knowledge which students may be expected to acquire as they participate in the program, and which will help them to realize its objectives?

STAFF

1. What personnel are necessary in order to meet the objectives of the Pattern Drills Program?

2. What is the role of each staff member mentioned above in meeting the program's objectives?

3. In fulfilling their roles, what specific duties are required or expected of the various staff members in the program?

4. What legal, professional, or other nonpersonal qualifications are specified or recommended for the various staff members?

5. What personal characteristics are necessary for the various staff members if they are to carry out their assignments with the program's objectives in mind?

MEDIA

1. What are the five most valuable materials, equipment, and supplies required to carry out the program?

2. How will the materials, equipment, and supplies contribute to realizing the program's objectives?

COMMUNICATIONS

1. How do members of the Pattern Drills staff communicate with one another concerning the operation and development of the program within the school?

2. How are staff members in the school kept informed of developments concerning the entire program, e.g., between schools, between school and Central Office staff, etc.?

SUPPORT

1. What support is necessary to operate the Pattern Drills Program within a school?

2. What support do you feel is required from the Central Office Staff to meet the program's objectives?

3. What steps are or should be taken to assure this support?

APPENDIX B

RESEARCH PROJECT ON PATTERN DRILLS

Final Report

to the

Office of Research

Pittsburgh Public Schools

Ann T. Anthony
July 11, 1967

ACKNOWLEDGEMENTS

In presenting this final report on non-standard speech in Pittsburgh junior high schools to the Pittsburgh Board of Public Education, I should like to express my grateful appreciation to Miss Lois Grose and Mr. Leonard Glassner for their patience, confidence, and encouragement; to Mr. Richard Frushell, Mrs. Anna Gary, and Mrs. Anna Marie Nelson, the highly capable materials team who accepted their difficult assignment with energy and devotion; and to the teachers of the Pittsburgh schools who came willingly to workshops for in-service training and who used the fledgling pattern drills with enthusiasm in their classes.

I am also greatly indebted to Professor Albert H. Marckwardt, of Princeton University, and to Professor Raven I. McDavid, Jr., of the University of Chicago, for their publications which gave me valuable background for the work to be done and for their time and interest which provided fresh insights into the mass of data to be analyzed. Finally, my thanks go to my husband, Professor Edward M. Anthony, of the University of Pittsburgh, for the long hours of discussion about difficult points in the analysis and for continuous access to his understanding and background in applied linguistics. Any errors which may be found in this analysis are entirely my own. Without the help of colleagues named here, such errors would surely have been greater in number and in severity.

Ann T. Anthony
July, 1967

RESEARCH PROJECT ON PATTERN DRILLS
Final Report

I. Background Information

The present report contains the final analysis of non-standard speech found in some twenty-four hours of taped interviews with 96 seventh and eighth graders in six selected Pittsburgh junior high schools. These interviews were carried out in May and June, 1966 and partially reported on in my "Research Project on Pattern Drills - Interim Report", dated July 25, 1966, which constitutes Appendix A of Leonard E. Glassner's Evaluation Report, 1966 - Pattern Drills, published by the Pittsburgh Public Schools.

For background information on the selection of students and the procedures of the interviews and analysis, and for a lengthier discussion of the assumptions underlying this research, I refer the reader to the above-mentioned Interim Report. Here, in summary, I repeat the chart of interview totals in the various schools and list with brief comments the pertinent features of approach and method which are basic to the work done on research and materials development in the Pattern Drills Project of the Pittsburgh Public Schools.

A. Chart of Interview Totals

School	Enrolment (1966)		Children Interviewed		Total
	Negro	White	Negro	White	
Conroy	83%	17%	15	5	20
Latimer	26%	74%	5	11	16
Westinghouse	99.9%	negligible	18	0	18
South	10%	90%	3	13	16
Gladstone	36%	64%	3	7	10
Herron Hill	100%	0% (?)	16	0	16
TOTALS:			60	36	96[1]

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[1] For biographic information on these 96 children, please refer to the list of informants at the end of this report.

accuracy, to cause trouble for the learner." (Anthony, E., "Approach, Method, and Technique") The materials written for the Pattern Drills Project are based upon a careful comparison of the grammatical and phonological structures of non-standard and standard speech in the Pittsburgh area.

C. Features of the Pattern Practice Method

1. The pattern practice method uses the bidialectal comparison as the basis for the construction of exercises.

2. Pattern practice exercises, designed for automatic oral control, require repetition of model sentences with lexical substitutions within parts of the grammatical structure while the structure itself remains constant. Those structural features chosen for substitution cues are usually not those to be made automatic by the particular exercise in question.

3. Sufficient practice with drills of the type just described is provided before the presentation of a "testing" drill which forces a choice between two contrasting structures.

4. Pattern practice exercises are based on patterns and not upon isolated items.

5. Wherever possible, structural features of standard English are incorporated into the drills in significant contrast: i.e., simple form of verb and -s form; simple form and -ed form, etc.

6. A minimum of grammatical terminology is used in the subject titles of the drills and no requirement whatsoever is made of the students to know or recite traditional grammatical "rules".

7. The printed drills are intended for the teacher only. Student participation is restricted to aural/oral and does not involve reading or writing of any exercises.

8. Some of the drills are keyed to picture-charts in order to provide both aural and visual substitution cues.

II. Comments on the Analysis

A. On the choices involved

It was decided early in the research to include in the analysis patterns of some frequency which seem to be social class markers in the Pittsburgh area. At the extreme end of the scale, decisions as to patterns, frequency, and non-standardness are relatively easy to make. When 60.4% of the informants show the grammatical structure inherent in the utterance "She look all right", or 96.9% of the informants show the phonological pattern in "why /de/ needed /də/ job" which contrasts with the voiced interdental in standard, there is no real difficulty in deciding that you are dealing with patterns that pervade the entire dialect, that the frequency among the 96 informants is more than sufficient to warrant inclusion in the analysis, and that there is little question as to the class-marker quality of these patterns. But how frequent must a pattern be; where is the line to be drawn between "item" and "pattern"; and how shall the borderline structures be handled? Some of these choices must, of necessity, be arbitrary, within the limitations of time, personnel, and funding of a research project such as the present one. In some cases, although a particular pattern showed low frequency, it was included nevertheless because it was seen to be part of a larger structure of a more general nature. For example, while only 7.3% of the informants showed a simple form of a verb with a regular dental suffix for the past tense where standard uses a vowel change or no change (rided: rode), this pattern was included because it is part of a larger category involving non-standard past forms. On the other hand, 4.2% of the informants show what seems to be a non-standard use of the verb lay (: lie), but this was not included because it is clearly item-oriented and could not be seen as a pattern.

In short, different linguists working with the same data might develop different categories and make different decisions regarding borderline structures, whether the point at issue be frequent vs. infrequent, pattern vs. item, or standard vs. non-standard. What is more important than these possible differences of opinion is the large body of data about which there is little or no question as to pattern, frequency, and non-standardness. Frequency percentages can then be used as a guideline to the number of drills to be written and the emphasis given to any particular structure in the analysis.

B. On the differences between analyses in the interim and final reports

Some changes will be noted in the present analysis from that presented in the interim report a year ago. These changes stem primarily from the following reconsiderations:

1. Realignment of some categories and patterns in the light of the total data.

2. Omission of some patterns reported earlier for the reason that it is probably not justified to consider them as definitely non-standard. They are not the clear social markers that some of the other structures are and might possibly represent a different style of standard than we are using as a guideline in our analysis.

3. Omission of some patterns reported earlier for the reason that while they are not typical of Pittsburgh area standard speech, they are probably standard in another geographical area. For example, the monophthongal /ai/, included in the interim report (but transcribed /a:/) but not in the present analysis, about which Raven McDavid says, "At one time a monophthongal /ai/ in the South was standard in final position and before voiced

consonants, as in rye and ride, but substandard before voiceless consonants as in right. This is no longer true; many educated southerners have monophthongal /ai/ in all positions and the number is increasing." ("A Checklist of Significant Features for Discriminating Social Dialects", Everts, Dimensions of Dialect, p. 9.)

4. Inclusion of some new patterns as the overall structure of the analysis emerged and relative frequencies were established.

C. On the differences between standard and non-standard

In general, the types of differences to be found in the bidialectal comparison show non-standard to be different from standard in the following broad categories:

1. Retention of older forms no longer in use in standard: for example, "The so-called double negative, as in 'They didn't take no oil with them,' is thus a perpetuation of an old practice exceedingly common in the English language for centuries. It was formerly the normal way of stressing a negative." (Fries, American English Grammar, p. 7.) And the singular form following a number, as in "She pays me fifty cent a day" is "again the perpetuation of an old practice in the English language which the modern fashion has abandoned. It is an old genitive plural following the numeral." (Fries, op. cit., p. 7.)

2. Innovation by analogy: the forms hisself and theirself completely regularize the entire reflexive pronoun inventory; don't be, as in "Every time I come looking for her, she don't be at home," is analogous to the negative forms of all verbs other than auxiliaries; and the very frequent third singular subject with the simple form regularizes the verb form in the present tense for all subjects, whereas in standard the -s form of the third person singular can be viewed as an "exception".

3. Style skew: Some of the forms in the analysis have been included not on the basis of a grammatical or phonological structure which contrasts with a standard pattern, but because of what I am labeling "style skew". For example, the phonological form /-ɨn/ in words such as /wə́rkɨn/ and /wétɨn/ is not by any means restricted to non-standard speech. It frequently occurs in certain styles of standard which in Martin Joos' terms might be called "casual" or "intimate". The fact that this form is found with such great frequency in the taped interviews (the /-ɨn/ form occurs in the speech of 93.8% of the informants of this study) indicates that these children are unaware that the form is generally inappropriate for the style of speech required for interviews with strangers, a situation in which the "consultative" style would probably most frequently be used. (Joos, The Five Clocks) The use of features of a less formal style in a more formal situation calls attention to itself in much the same way that a non-standard verb form might, and therefore becomes in itself a kind of class marker. We intend to deal with such matters of inappropriate style in our materials in an attempt to develop not only a feeling for appropriateness of one or the other dialect in terms of the situation, but also an awareness of the shifting of styles within standard. Other structures which might be included in "style skew" are: the highly recurrent use of yes ma'am/no ma'am, which we intend to contrast with the short answer forms of consultative standard (yes, I did; no, he can't, etc.), the pleonastic subject and object constructions, and possibly the past participle got used as full verb in the present tense.

The three broad categories of differences between non-standard and standard discussed above account for many of the sub-categories of the analysis, although certainly not all. The important fact to keep in mind in dealing with differences is not to lose sight of similarities. There is a great overlap between standard and non-standard dialects. The contrasts between the two represent a relatively small number of patterns, considering the total structures of the two dialects in question. "Over and over again...it appeared that the differences between the language of the educated and that of those with little education did not lie primarily in the fact that the former used one set of forms and the latter an entirely different set. In fact, in most cases, the actual deviation of the language of the uneducated from Standard English grammar seemed much less than is usually assumed..." (Fries, American English Grammar, pp. 287-288.)

D. On the universality of the non-standard structures

From speaker to speaker in the group of 96 informants in this study there seems to be a wide variation in the inventory of non-standard forms. It is highly unlikely that any two speakers would show exactly the same inventory, partly, of course, because of the relatively unstructured interviews, in which not all speakers had identical opportunities to allow the same forms to occur, but also undoubtedly because the dialects of some informants have certain features that others don't. Put another way, the amount of overlap with standard differs from one informant to another.

In addition, there is abundant evidence of what seems to be free variation within a given informant's speech. In very similar linguistic environments, both the standard and non-standard forms occur, and although there may be conditioning factors to account for this, within the scope of this study I was unable to discover what they might be. Some examples, each pair from the same speaker:

two dollars/ fifty cent
dressed proper/ dress properly
He look like a bum./He looks like he want a job.

There is also a great amount of shifting between /-ɪn/ and /-ɪŋ/

forms within a given informant's speech, but there is some evidence that verb use vs. adjective or noun-adjunct use partly conditions this difference.

It was somewhat surprising to me that no sharp differences were found between the speech of Negroes and the speech of whites, or between one school and another, considering the differences in types of enrolment. It is certainly true that some non-standard features were found far more frequently in either Negro or white speech. For example, while 85% of all Negro informants showed simple form of the verb with third person singular subjects in the present tense affirmative, only 19.4% of all white speakers showed this feature. On the other hand, only 20% of the Negro speakers show any of the uses of ain't compared with 41.7% of the white speakers. Throughout the data only two minor structures were restricted to the speech of Negroes alone (...or either... contrasted with ...either...or...in standard; and out + noun contrasted with out of/from + noun in standard), and no structures at all were found that occurred exclusively in the speech of whites. If there is any truth in the commonly-held notion that there is a distinctively Negro dialect, our evidence would indicate that whatever distinctive features there may be are neither grammatical nor phonological, but possibly are to be found in either the lexical or the paralinguistic areas. As our understanding of lexical structuring and paralanguage increases through further research, we may find some of the answers. In the light of the present research, however, I feel that there is little likelihood of conclusive evidence being discovered to confirm the existence of a purely Negro dialect in the Pittsburgh area, and possibly not in any of the urban centers where non-standard dialects have been in close contact for a long period of time.

E. On the format of the verb charts

The fold-out pages which constitute the verb charts are divided into categories dependent upon the non-standard forms. The first column is meant to be identified by both the vertical and the horizontal headings: "non-standard form involving simple form other than be"; "non-standard form involving -s form," etc. Actual examples from the files, transcribed from the taped interviews, are then given for each structure in the first column. Since it is not always easy to determine equivalents or "translations" in another dialect, especially those structures where zero (#) or simple form in non-standard contrasts with an inflected form in standard, the third column is headed "apparently equivalent to standard form", and the verb structure in the standard form given has sometimes been determined by such factors as the presence or absence of time expressions or the tense of other verb forms in the non-standard utterance. Since the analogous examples in standard did not occur in any corpus, they are hypothetical and are therefore labeled (*).

The statistics in the last column of the verb charts (and elsewhere in the analysis) are meant to be interpreted as follows: the first numeral given represents the total number of speakers of the 96 informants whose speech shows the form or structure under consideration; the percentage number which immediately follows represents the percentage of the total number of informants whose speech shows the form. The first number is then broken down into the number of Negro and white speakers represented in the particular sub-category. Following is a breakdown of the number of speakers by schools: C - Conroy; W - Westinghouse; L - Latimer; S - South; G - Gladstone; H - Herron Hill. On occasion numerals are given to represent the number of examples of a form, rather than the number of speakers, but these are clearly marked wherever they occur. It must be kept in mind in reading the statistics that the number of Negro speakers interviewed (60) was different from the number of white (36), and that different numbers of informants were interviewed in the several schools (see chart under IA on the first page of this report), so that the numbers given are not immediately comparable. They are provided to show spread rather than comparable frequency of speakers. To take an example, the first instance of statistics on the first fold-out page of the verb charts should be understood in the following manner: "The affirmative structure of this category occurred in the speech of 58 of the 96 informants, which is 60.4% of the total interviewed; of these 58 speakers, 51 were Negro and 7 were white; and the 58 speakers were distributed among the schools as follows: 15 at Conroy, 15 at Westinghouse, 7 at Latimer, 3 at South, 4 at Gladstone, and 14 at Herron Hill." These figures are not to be interpreted to mean that this structure was more than 7 times as frequent among Negro speakers as among white (since the 51 Negro speakers are from a total of 60 and the 7 white from a total of 36), nor almost 4 times as frequent at Westinghouse as at Gladstone (since the 15 speakers at Westinghouse are from a total of 18 and the 4 at Gladstone are from a total of 10.)

The number of speakers and the percentages in the statistics are to be understood as the minimum verifiable. That is, although 60.4% of the total speakers showed a particular form, we cannot be sure that the other 39.6% don't have that form in their dialect. We are justified only in saying that in the data examined, 39.6% didn't use it. We have no way of knowing whether or not additional speech from that 39.6% would increase the incidence of the form in question.

III.

GRAMMATICAL ANALYSIS

A. The Verbs

	NON-STANDARD FORM:	ACTUAL EXAMPLES FROM FILES	APPARENTLY EQUIVALENT TO STANDARD FORM:
Involving Simple Form other than be	3rd singular subject + simple form: affirmative negative	She look all right. Her hair don't look right.	3rd singular subject + -s form: affirmative negative
	all subjects + simple form (especially come, say)	I wait until she got back. We went out at 9:00 and come home about 11:15.	all subjects + -ed
	all subjects (except you) + simple form	If it was a job for a girl, I hire her. I try to look as best I could. I don't think nothin happen.	all subjects + would will + simple form
Involving -s form	1st, 3rd plural subject + -s form	Their mother and father works for it.	1st,3rd plural subj + simple form
	-s morpheme bound to other than simple form: (s.f.) S + -s + s.f. got + -s look likes to + s.f. + -s this-here + -s	He's look like a lumberjack It gots people ridin'around It look likes he's comin' out. He try to acts like he's too good... This here's look like a mother and little girl.	simple form + -s subject + -s + got or subject + has
Involving Past Form other than be	simple form + regular dental suffix (-ed)	They rided out at the park. I baby-sitted a few times. It hurted a little.	simple form + vowel change no change
	past form following: have be	We haven't went yet. They may have came in for the interviews. It was broke down.	past participle foll have be

NTLY EQUIVALENT NDARD FORM:	*ANALOGOUS EXAMPLES	STATISTICS; REMARKS
singular subject -s form: affirmative negative	She looks all right. Her hair doesn't look right.	aff.: 58 - 60.4%; 51N 7Wh C15 W15 L7 S3 G4 H14 neg.: 42 - 43.8%; 27N 15Wh C9 W7 L7 S8 G3 H8 Only 3Wh speakers represented in both aff.and neg.
subjects + -ed	I waited until she got back. We went out at 9:00 and came home about 11:15.	25 - 26%; 16N 9Wh (unreliable, since some examples could be "narrative present C3 W5 L5 S7 G3 H2 come: 13 of 16 Wh examples
subjects + would will + simple form	If it was a job for a girl, I'd hire her. I'd try to look as nice as I could. I don't think anything will happen.	16 - 16.7%; 15N 1Wh C3 W2 L2 S3 G2 H4 Mostly I subj: could be ological, except that ple form be is similar.
,3rd plural subject + simple form	Their mother and father work for it.	14 - 14.6%; 6N 8Wh C3 W0 L4 S4 G0 H3
ple form + -s ject + -s + got or ject + has	He looks like a lumberjack. It's got people riding around. or It has people riding around. It looks like he's coming. He tries to act like he's. This looks like a mother and little girl.	9 - 9.4%; 8N 1Wh C2 W3 L3 S1 G0 H0 subject + -s + simple form shows 6 examples; all others no more than 2.
ple form + vowel change no change	They rode out at the park. I baby-sat a few times. It hurt a little.	7 - 7.3%; 5N 2Wh C3 W1 L2 S0 G1 H0
participle following: ave e	We haven't gone yet. They may have come for the interviews. It was broken down.	11 - 11.5%; 8N 3Wh C1 W3 L0 S3 G1 H3

	NON-STANDARD FORM:	ACTUAL EXAMPLES FROM FILES	APPARENTLY EQUIVALENT TO STANDARD FORM:
Involving be or # contrasting with be	1st, 3rd plural; you; there, it, that with plural noun + is	Most of the teachers is white. There's airplanes.	1st, 3rd plural; you; there, they with pl noun + are
	1st, 3rd plural; you; there with plural noun + was	They was so happy. We was talking to some of the teachers. There was three of us.	1st, 3rd plural; you; there with plural noun + were
	# + adjective + pred. nom. (rare) + place + age + grade	Maybe some of them just sad... That just the name. I think they in classroom. She 'bout 16. She in second grade.	am/is/are + adjectiv + pred. no + place + age + grade
	# + -ing or going to + simple form (Usually no time expression)	They waitin for a job. ...or you gonna have a party on Friday...	am/is/are + -ing or going to + simple
	be (simple form) + adjective + pred. nom. + place + time (With: once a year, all the time, usually, sometimes, etc.)	Usually I be sick... There be a candy machine. They usually be there. ...cause it be in the summer time.	am/is/are or would/will + be If + subject + was/ (in conditional)
	+ -ing	We be travelin. I be having people walk around. Some of the kids be riding.	will/would be + -in would + simple form is/are + -ing
	don't be + adjective + pred. nom. + place (With: every time, never)	...it don't be electric. There don't be no picnic tables... Every time I come looking for her, she don't be at home. ...so I don't be hungry.	am not/isn't/aren't wouldn't/won't + be
	see + obj. + be + place + -ing	...and see the lions and things be out there. ...see people be playing	see +obj. + place + -ing

PARENTLY EQUIVALENT STANDARD FORM:	*ANALOGOUS EXAMPLES	STATISTICS; REMARKS
st,3rd plural; you; there,they with plural noun + are	Most of the teachers are white.. There are airplanes.	52 - 54.2%; 31N 21Wh C8 W9 L5 S13 G6 H11
st,3rd plural; you; there with plural noun + were	They were so happy. We were talking to some of the teachers. There were three of us.	35 - 36.5%; 25N 10Wh C8 W6 L4 S4 G6 H7
m/is/are + adjective	Maybe some of them are just sad...	All uses: 42 - 43.8%; 35N 7Wh C10 W7 L7 S4 G4 H10
+ pred. nom.	That's just the name.	
+ place	I think they're in the classroom.	
+ age	She's about 16.	
+ grade	She's in second grade.	
m/is/are + -ing or going to + simple form	They're waiting for a job. ...or you're going to have a party on Friday...	
m/is/are or ould ill + be f + subject + was/were (in conditional)	Usually I am sick. or Usually I'd be sick. There is/would be a candy machine. Usually they are/would be there. ..because it is/would be in the summer time.	All uses: 40 - 41.7%; 36N 4Wh C10 W8 L5 S4 G3 H10
ill/would be + -ing ould + simple form s/are + -ing	We will be traveling. I would have people walking around. Some of the kids are/would be riding.	
m not/isn't/aren't or ouldn't/won't + be	Every time I come looking for her, she isn't at home ...it isn't electric. There aren't any picnic tables... ...so I won't/wouldn't be..	Analogous to "don't go"
ee +obj. + place + -ing	..and see the lions out there ...see people playing	

	15a NON-STANDARD FORM:	ACTUAL EXAMPLES FROM FILES	APPARENTLY EQUIVALENT TO STANDARD FORM:
Involving ain't	ain't (full verb) + adjective + pred. nom. + place or distance	The lips ain't right. He ain't a mechanic. ...if my mother ain't there.	(full ver am not/isn't/aren't + adjective + pred. nom. + place or distance
	ain't (function word) + -ing or + going to + simple form	He ain't savin up no money He [eŋgə̃] be no good.	(function wor am not/isn't/(aren't) + -ing or + going to + simple form
	+ past participle	We ain't never had a social in Pittsburgh.	haven't/(hasn't) + past participle
Involving past participle xcept after ain't)	past participle as full verb		have + past participle or simple present or simple past
	all subjects + got (34 speakers)	I got a sister in college.	
	I, you, we, they, noun + seen (13)	You seen our stadium.	
	I, we, they, noun + been (9)	I never been there.	
	she, they + done (2: both Negro)	Maybe that's what she done	

TLY EQUIVALENT DARD FORM:	*ANALOGOUS EXAMPLES	STATISTICS; REMARKS
(full verb) isn't/aren't jective ed. nom. ace or distance (function word) isn't/(aren't) ng or ing to + simple form /(hasn't) + past iciple	The lips aren't right. He isn't a mechanic. ...if my mother isn't there. He isn't saving up any money. He isn't going to be any good. We haven't ever had a social in Pittsburgh	All uses: 27 - 28.1%; 12N 15Wh C5 W4 L6 S10 G1 H1 for isn't: 22 examples and 1 ambiguous for aren't: 6 for am not: 7 for haven't: 5 and 1 ambiguous ?: 2 41.7% of all Wh speakers show some use of ain't compared with 20% of all N speakers.
past participle mple present mple past	I've got a sister in college. or: I have a sister in college. You've seen our stadium. I've never been there. Maybe that's what she's done. or: Maybe that's what she did.	48 - 50%; 29N 19Wh C4 W8 L9 S14 G5 H8

B. The double negatives

55 - 57.3%; 40N 15Wh; C10 W13 L8 S9 G5 H10

1. Negative auxiliary (+ V) - 128 examples
   - a. + negative nominal
     - 1) no + noun - 47
       They didn't have no instrument.
       He ain't no little puppy.
     - 2) nothing - 34
       They don't do nothing but draw.
     - 3) none - 11
       I don't go on none of them.
     - 4) nobody - 10
       I didn't take nobody with me.
     - 5) no one verb - 1
       I don't think no one would go for a job...
   - b. + negative in frequency position
     - 1) never - 4
       We ain't never had a social in Pittsburgh.
     - 2) hardly - 7 (not all occurrences transcribed)
       They don't hardly give you none.
   - c. + negative place, distance, time
     - 1) nowhere - 1
       It wasn't nowhere else for me to go.
     - 2) no farther than... - 1
       We don't go no farther than that.
     - 3) no more - 12
       I can't go no more.
2. Negative subject + negative auxiliary - 5
   Nobody don't get hurt.
3. Negative statement (or negative noun) + or nothing - 6
   You're not allowed to smack a student or hit
   him in the face or in the back or nothing.
   Not really a regular job or nothing.
4. Negative statement + neither - 3
   He shouldn't look mad, neither.

5. Miscellaneous

a. not + no + noun - 3
   + nobody - 1
   Not no big expensive dress.
   ...and not nobody wear dresses to a picnic.

b. not (to) + simple form + no + noun - 1
   + nobody - 1
   ...not to have no sign
   ...and not tell nobody you givin a party...

c. Negative subject or negative verb + preposition
   + negative nominal - 3
   Nobody's talking to nobody.
   I wouldn't come in no slacks.

d. Negative noun + hardly - 1
   No games hardly.

e. Negative auxiliary + no good - 4
   He ain't no good.

f. Auxiliary + not + not - 1

   She shouldn't not have a dress on like that.
   (Referring to a picture of a girl with a dress on.)

C. Nouns

1. noun plurals

7 - 7.3%; 5N 2Wh; C2 W2 L0 S2 G0 H1

non-standard :	standard
singular + s:	vowel change:
womans	women
	unchanged plural:
fishes	fish
deers	deer
	mass nouns (no plural form):
popcorns	popcorn
hairs	hair
	consonant change:
lifes	lives
-selfs	-selves
	plural noun with no singular form:
peoples	people

Note: non-standard completely regularizes the noun plurals in all examples of this category collected.

2. singular form following numeral

12 - 12.5%; 10N 2Wh; C3 W4 L1 S1 G0 H3

She pays me fifty cent a day.
Two dollars and fifty cent.

D. Pronouns

1. object forms

28 - 29.2%; 15N 13Wh; C8 W3 L4 S5 G3 H5

a. in compound subject

1) me (+ my) + noun - 14 examples
Me and my sister went alone.

2) me + him/her - 4
Me and him went together.

b. in pleonastic subject

subject (+ subject) (one or both in object form)
+ subject in nominative form

1) me and my + noun, we - 11 examples
Me and my sister, we rode on the horses.

2) 8 other forms, 1 each
Him, he look like he can...
Her daughter and us, we always go together.

2. reflexive forms

12 - 12.5%; 9N 3Wh; C3 W2 L1 S2 G3 H1

a. possessive adjective + -self/-selves
theirself/-selves - 10 examples
hisself - 3

b. our-/their- + -self/-selfs (See also noun plurals)
ourself/ourselfs
theirself/theirselfs

Note: this pattern regularizes both the adjective and the noun for complete symmetry.

3. them

19 - 19.8%; 11N 8Wh; C3 W2 L2 S7 G1 H4

a. as pronoun in subject position - 3 examples
Them are the ones.

b. as adjective + noun/number - 23
all them other girls
not them kind
either one of them two

E. Adjectives

1. them (See section immediately preceding)

2. -er forms

11 - 11.5%; 7N 4Wh; C3 W1 L6 S0 G0 H1

a. more + adjective + -er - 10 examples
more sicker

b. more + better - 2
more better effect

c. worse + -er - 2
worser than what it was

F. Verb modifiers of manner

34 - 35.4%; 18N 16Wh; C4 W5 L6 S9 G4 H6

base form

The owner can easy walk in.
I think they can play good and sing good.

Lexical items:
- good - 15 examples
- nice - 9
- others - 19

Preceded by:
- real - 11
- pretty - 4
- too - 3

Note: base form alone in non-standard contrasts with standard base form + -ly and analogs

G. Prepositions

1. preposition + place

16 - 16.7%; 5N 11Wh; C0 W0 L4 S8 G3 H1
(The fact that this pattern appears in the last four schools and not the first two probably indicates that I was not sensitive to this structure at first and failed to record it.)

We go up my aunt's or down my cousin's.
We go out our cottage.

over	- 3 examples	out	- 9
up	- 10	down	- 4

2. off (of) + noun/pronoun

8 - 8.3%; 5N 3Wh; C1 W0 L2 S3 G2 H0

They like to get money off me.
He gets allowance off of his mother.

3. out + noun

4 - 4.2%; 4N 0Wh; W1 S1 H2

...these things pop out the wall and scare you.
I ate most the time out my mother's picnic basket.

H. Word order

1. ...or either...

11 - 11.5%; 11N 0Wh; C4 W4 L0 S1 G0 H2

A white shirt or either a black tie.
I would probably cut it short or either put it up.

2. included questions

13 - 13.5%; 12N 1Wh; C2 W3 L2 S1 G1 H4

a. verb (tell/ask/talk about/find out) + question word (where/how/what) + question word order

She told us where was she gonna be at.
...find out what they like and what don't they like.

Note: standard uses statement word order in such included questions: She told us where she was going to be.

b. verb (ask/see) + question word order

He ask me could I keep a good job.
I got to see could I find one...
Go see do they have any open jobs.

Note: standard uses verb + if + statement word order in such included questions:
He asked me if I could keep a good job.

IV. Phonological Analysis

A. In contrast with standard interdentals

1. dental alveolar stops

   93 - 96.9%; 59N 34Wh; C19 W18 L15 S16 G9 H16

   a. /d-/ : /ð-/ (also 1 example of /t-/ - /dɛrz tri:/)
   /dɛr wetɪn fɔr də dɛ́ntɪst/

   b. /-t/-d/ : /-θ/-ð/
   /wɪ́tcu/; /wɪtdɛ́m/

2. #- : /ð-/

   80 - 83.3%; 47N 33Wh; C9 W16 L14 S16 G10 H15

   /danɛ̀r/; /ə pɛ̀r/; /laɪ kæ̀t/

   Note: occurs most frequently after /n/, /p/, and /k/ but also after /l/, /ǰ/, the other nasals, the labiodental fricatives, some sibilants, infrequently after vowels, and after silence.

3. labiodental fricatives

   17 - 17.7%; 16N 1Wh; C3 W5 L1 S3 G0 H5

   a. /f-/ : /θ-/
   /froɪn/ the ball; /a: fɪŋk/

   b. /-f/ : /-θ/

      1) after vowel, especially /u/ /buf/

      2) after vowel-consonant, especially /ɔ r/ and /ɔ m/
      /bə́rfde/; /sɔ́bm̩f/

   c. /-v/ : /-ð/ (rare, or difficult to hear on tape)
   /wɪv/; /ɔ́vər/

4. Special cases: in the speech of 58.3% of the informants, standard /sə́mpθɪŋ/ occurs as /sɔ́mpm̩/, /sə́mpm̩/ or /səm:/. In 19.8%, standard /nə́θɪŋ/ occurs as /nə́tn̩/ (or /nɔ́θɪn/ - see IVD2.) Although these are isolated lexical items, they are part of the contrast to interdentals in consultative standard, and they occur frequently enough to warrant drills.

B. In contrast with standard consonant clusters

1. /-s/ : /-ts/

   47 - 49%; 42N 5Wh; C9 W11 L4 S7 G3 H13

   /dǽs ə šə́rt/; /ɪs/ a girl; /wə sdɪ shír/

2. /-s/ : /-st/

   37 - 38.5%; 26N 11Wh; C2 W10 L6 S7 G3 H9

   /fǽs rạ́ːdz/; /læ šír/

3. /θ-/ : /θr-/ (occurs only before /u/ and /o/)

   19 - 19.8%; 17N 2Wh; C7 W4 L2 S2 G1 H3

   /θo/ the ball; /θoɪ̣n/ beer bottles; you walk /θu/ it.

4. /-f/ : /-ft/

   11 - 11.5%; 10N 1Wh; C5 W4 L0 S0 G0 H2

   /lɛf/; /gɪf/

C. Vowel shifts

1. /i/ : /ɪ/

   15 - 15.6%; 14N 1Wh; C3 W3 L2 S2 G1 H4

   /hil/ (hill)

2. /ir/ : /ɛr/

   37 - 38.5%; 27N 10Wh; C6 W6 L5 S5 G5 H10

   /hir/ (hair); /cir(z)/ (chairs); /ir/ (air)

3. /ɪ/ : /ɛ/

   79 - 82.3%; 51N 28Wh; C13 W15 L14 S14 G7 H16

   /gɪ̣t/; /pɪni/; /tɛnɪs/

   Note: A number of other vowel shifts of various kinds occurred, but either in such limited frequency or in such isolated lexical items that they are not reported here. Notice that all vowels cited here are front, and the non-standard pronunciation is higher than the standard.

D. Morpho-phonemic

1. /ɔ/ + vowel : /ən/ or /æn/ + vowel

29 - 30.2%; 23N 6Wh; C6 W6 L1 S5 G4 H7

/ə ɛdjɪkéšən/; /ə oldər pə́rsən/; /ə ɪ́ntərvyu/

2. /-ɪn/
or /-n̩/ } : /-ɪŋ/ (Also included under "style skew")

90 - 93.8%; 55N 35Wh; C16 W17 L16 S15 G10 H16

/wet(ɪ)n̩/; /swɪ́mɪn/; /bébi sɪ.tn̩/; /góɪn/

There is a great deal of free variation between the /-ɪn/ and the /-ɪŋ/ forms. Some switching seems to be tied to verb use vs. noun or noun adjunct use:

/kəmpítɪn/ against·you; a /kəmpítɪŋ/ game;

/swɪ́mɪn/ but /swɪ́mɪŋ tim/. A certain number of examples of /-ɪn/ are to be found in words like during, nothing, something, but the overwhelming majority of the usage with present participles leads one to suspect analogy in these other forms, especially since some informants show contrasts like:

/wétɪn/ and /ɛ́vriθɪŋ/

3. auxiliary ending in /d/ + negative > /-tn̩/ or /-nt/

20 - 20.8%; 12N 8Wh; C0 W5 L4 S4 G3 H4

/kʊtn̩/; /dɪtn̩/; /wʊtn̩/; /šʊtn̩/ (25 examples)

/dɪnt/; /wʊnt/ (4 examples)

V. Paralanguage, kinesics

A number of informants show strong contrast with the normal range of standard in such areas as sentence rhythm, intonation contours, throat stricture, and slurring or weak articulation; and also in hand movements, failure to make eye contact with the interviewer, etc. Some of these areas need much additional research. The features of paralanguage, although highly noticeable and very much a part of the total language situation, have not yet been sufficiently well categorized or described so that they can be analyzed in the way that, for example, segmental phonemes can. Nevertheless, some areas such as eye contact and intonation contours lend themselves to classroom work, and we hope in the pattern drills project to incorporate such work into the materials.

VI. Style skew

A. /-ɪn/ (See phonological analysis, IVD2.)

B. past participle of get as full verb for present tense (See verb chart)

C. Pleonasms

1.

$$\text{subject}^1 \begin{cases} \text{noun } (+\text{noun}) \\ \text{noun} + \text{pronoun (object form)} \\ \text{pronoun (object or reflexive form)} \quad (+\text{noun}) \end{cases}$$

$$+ \ \text{subject}^2 \ \text{(pronoun - nominative form)}$$

51 - 53.1%; 37N 14Wh; C8 W13 L6 S10 G5 H9
(61.7% of all N; 38.9% of all Wh)

My sister, she always goes.
My mother and dad, they're separated.
And her, she looks about 12.
Me and my mother, we take a streetcar out.

2. object + subject-verb-object (only 4 examples)

The people that go there, we know them.
His daughter, he teaches her.

3. where + subject-verb-(object) + at

16 - 16.7%; 13N 3Wh; C4 W3 L1 S0 G2 H6

That's where they empty the garbage at.
Where do you live at?
From where we were at, it was kinda far.

D. 53 informants, or 55.2% of the total of 96, showed frequent use of forms such as yes ma'am, no ma'am, yeah, yep, and /yɛʔ/, all of which, when used with frequency, are unsuitable for standard consultative style. We intend to contrast these forms with the short answer forms (yes, I did; no, it isn't, etc.) in order to establish a feeling for the more formal consultative style in standard, as against the use of the forms cited, which are entirely suitable for either casual or intimate style or certain situations in which sharp differences of age or rank might call for the yes ma'am-type forms, but only in limited frequency.

VII. Summary

Leonard Glassner, in his 1966 Evaluation Report on the pattern drills project, states that the program has three principal objectives:

> "1. An awareness of those language patterns regarded as standard by educated citizens of the community;
> 2. The ability to switch speech patterns to fit changing situations; and
> 3. The acquisition of a second language, i.e. standard English, for pupils with substandard speech habits, which will possibly improve their social and economic opportunities."

Very briefly, let us take a look at the activities which have already been initiated or which we hope to initiate during the coming academic year in an attempt to realize these stated objectives for children in the public schools of Pittsburgh.

1. Materials: 87 drills have already been written, in the areas of be (46), -s forms of verbs (8), a/an (3), negatives with any-forms and with either (16), and interdentals (14). These drills are in semi-final form, awaiting suggestions for possible revision from the teachers who have used them in the schools. During the coming year we hope to write drills based on the remainder of the foregoing analysis of non-standard speech and to complete those areas already partially treated. We would hope that by the end of the 1967-1968 school year, we will have dealt sufficiently completely with the major sections of the analysis that the materials will be ready for publication. In the meantime, teachers in the schools will be using the drills as they are written, and their suggestions will be taken into account in preparing the final draft. We want to build into the materials before publication enough background information about the analysis of non-standard speech that teachers will understand what linguistic contrasts are involved and what

types of difficulties to expect in the classroom.

Beginning with the opening of school in the fall of this year, we also plan to introduce the use of the McGraw-Hill LP recording "Our Changing Language" (Gott-McDavid) into all classes using the pattern drills, in order to give students a feeling for language change and variety of language usage, both historical and regional. We feel that an understanding of the appropriateness of language types on chronological and geographical lines will provide a bridge to the understanding of the vertical differences of social usage.

We would also like to initiate a program of contextual orientation in an effort to provide students with exposure to social situations outside the classroom in which the use of standard English is appropriate. Little would be served if we are to teach the language without providing opportunities to learn about the culture from which the language emanates.

2. Teacher training: Workshops and in-class demonstrations have been held during the past year for teachers at Westinghouse and Conroy. On April 15, 1967 an all-day workshop was conducted for teachers from eleven other Pittsburgh-area junior high schools that qualify for this program. The workshops have been designed to cover as extensively as possible in the time available the following general topics:

a. What is standard English?
b. The need for bidialectalism
c. What is contrastive analysis?
d. What is pattern practice?
e. Procedures and results of the research
f. The drills already written, techniques for their use, demonstration

Additional workshops and demonstrations are contemplated for the year ahead, for new staff in the schools we have already reached and for teachers of seventh and eighth grade classes in qualifying Pittsburgh elementary schools. We also hope to observe the teaching of the drills in classes so that comments and suggestions may be made to the teachers on their techniques in the use of pattern practice materials.

We are acutely aware of the magnitude of the task we have undertaken and of how very much remains to be done in order to approach the realization of the stated objectives of the program for even a small number of children in the Pittsburgh schools. But we are convinced that we are moving in the proper direction and that whatever progress we may be able to make to enable these children to move freely and with increased opportunity in the larger community will benefit us all.

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2. 1a2, C, 7N, Pittsburgh, 1951, F-Va., M-Pittsburgh.
3. 1a3, C, 8N, Pittsburgh, 1951, F-?, M-Fla.
4. 1ab4, C, 8N, Franklin County, Pa., 1950, F-?, M-Va.
5. 1b5, C, 7N, New Eagle, Pa., 1953, F-Pa., M-Pa.
6. 1b6, C, 7N, Pittsburgh, 1952, F-Pittsburgh, M-Pittsburgh.
7. 1b7, C, 8N, Pittsburgh, 1952, F-Ala., M-Pittsburgh.
8. 1b8, C, 7N, Pittsburgh, 1954, F-Ala., M-Ala.
9. 2a1, C, 8N, Pittsburgh, 1952, F-?, M-?.
10. 2a2, C, 7N, Chattanooga, Tenn., 1953, F-?, M-?.
11. 2a3, C, 7Wh, Pittsburgh, 1952, F-?, M-?.
12. 2a4, C, 7Wh, Wisconsin, 1952, F-Pa., M-Pa.
13. 2a5, C, 7Wh, Pittsburgh, 1952, F-Pittsburgh, M-Pittsburgh.
14. 2b6, C, 7N, Pittsburgh, 1953, F-?, M-?.
15. 2b7, C, 7N, Rochester, Pa., 1953, F-Tenn., M-Pa.
16. 2b8, C, 7N, Pittsburgh, 1953, F-?, M-?.
17. 2b9, C, 7N, Pittsburgh, 1952, F-Pittsburgh, M-Md.
18. 2b10, C, 8Wh, Fairborn, Ohio, 1952, F-Pa., M-Pa.
19. 3a1, C, 7N, Pittsburgh, 1953, F-?, M-?.
20. 3a2, C, 8Wh, Pittsburgh, 1952, F-S.C., M-Pa.
21. 3a3, L, 7N, Alabama, 1953, F-?, M-?.
22. 3a4, L, 8Wh, Pittsburgh, 1952, F-?, M-?.
23. 3a5, L, 7N, Pittsburgh, 1952, F-Ga., M-Ga.
24. 3b6, L, 7N, Pittsburgh, 1952, F-?, M-?.
25. 3b7, L, 8Wh, Pittsburgh, 1952, F-Pittsburgh, M-Pittsburgh.
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29. 4a2, L, 7Wh, Pittsburgh, 1951, F-Pittsburgh, M-W.Va.
30. 4a3, L, 8Wh, Pittsburgh, 1951, F-Pittsburgh, M-Pa.
31. 4a4, L, 7Wh, Pittsburgh, 1950, F-?, M-?.
32. 4ab5, L, 8Wh, Pittsburgh, 1952, F-?, M-?.
33. 4b6, L, 7Wh, Library, Pa., 1953, F-Pa., M-Pa.
34. 4b7, L, 7Wh, Pittsburgh, 1951, F-Pittsburgh, M-Pittsburgh.
35. 4b8, L, 8Wh, Pittsburgh, 1951, F-Pittsburgh, M-Pa.
36. 4b9, L, 8Wh, Pittsburgh, 1952, F-?, M-?.

[1] Tape identification number

[2] School: C-Conroy, L-Latimer, W-Westinghouse, S-South, G-Gladstone, H-Herron Hill

[3] Grade level at time of interview

[4] N-Negro, Wh-White

[5] Place of birth

[6] Year of birth

[7] Father's place of birth if known

[8] Mother's place of birth if known

37. 5a1, W, 8N, Pittsburgh, 1950, F-Ala., M-Ohio.
38. 5a2, W, 8N, Wilkinsburg, Pa., 1951, F-Pittsburgh, M-Ala.
39. 5a3, W, 7N, Pittsburgh, 1953, F-Pittsburgh, M-Pittsburgh.
40. 5a4, W, 8N, Pittsburgh, 1952, F-?, M-?.
41. 5b5, W, 8N, Pittsburgh, 1952, F-Tenn., M-Pittsburgh.
42. 5b6, W, 7N, Pittsburgh, 1953, F-Fla., M-Pa.
43. 5b7, W, 7N, Pittsburgh, 1953, F-Pa., M-S.C.
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51. 6b7, W, 8N, Pittsburgh, 1951, F-Miss., M-Va.
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57. 7b6, S, 7Wh, Pittsburgh, 1953, F-Pa., M-Pittsburgh.
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60. 8a3, S, 8Wh, Pittsburgh, 1951, F-Pittsburgh, M-Va.
61. 8a4, S, 8Wh, Pittsburgh, 1951, F-?, M-?.
62. 8ab5, S, 8N, Pittsburgh, 1950, F-Ga., M-Ga.
63. 8b6, S, 7Wh, Homestead, Pa., 1951, F-Pa., M-Pa.
64. 8b7, S, 7N, Pittsburgh, 1952, F-S.C., M-Pa.
65. 8b8, S, 7Wh, Pittsburgh, 1952, F-Pittsburgh, M-Pa.
66. 8b9/9a1, S, 8Wh, Pittsburgh, 1952, F-Pittsburgh, M-Pittsburgh.
67. 9a2, S, 8Wh, Pittsburgh, 1950, F-Pa., M-Pittsburgh.
68. 9a3, G, 7N, Pittsburgh, 1951, F-Pa., M-Pa.
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70. 9ab5, G, 7Wh, Pittsburgh, 1953, F-?, M-?.
71. 9b6, G, 7Wh, Pittsburgh, 1951, F-?, M-Pittsburgh.
72. 9b7, G, 7Wh, Pittsburgh, 1953, F-Pittsburgh, M-Pa.
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92. 12a3, H, 7N, Pittsburgh, 1952, F-?, M-Ala.
93. 12a4, H, 7N, Childersbore, Ala., 1953, F-Ala., M-Ala.
94. 12ab5, H, 7N, Pittsburgh, 1953, F-S.C., M-Ky.
95. 12b6, H, 7N, Pittsburgh, 1953, F-Pittsburgh, M-Pittsburgh.
96. 12b7, H, 8N, Pittsburgh, 1951, F-W.Va., M-Pittsburgh.

Appendix C

PATTERN DRILLS INTERVIEW SCHEDULE (STAGE I) 1966-1967

School ______________________ Teacher ______________________

Date ______________________ Interviewer ______________________

---

1. What does the student give up in order to participate in the Pattern Drills program?

2. How does Pattern Drills instruction affect the learning objectives of the total English program in Grades 7 and 8?

3. What does the staff give up in terms of preparation time, in-service training, or in any other way?

    a. Preparation time

    b. In-service training

    c. Other ways

4. How does Pattern Drills instruction affect the teaching objectives of the total English program?

5. Are there any special facilities needed for Pattern Drills instruction?

6. To what extent, if any, are other programs being affected by Pattern Drills instruction?

7. Do the gains outweigh the losses, or vice versa?

8. How are other programs in the school affecting Pattern Drills instruction?

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APPENDIX D

RATIONALE FOR DEVELOPING AND ADMINISTERING FOUR INSTRUMENTS TO BE GIVEN TO STUDENTS IN THE PATTERN DRILLS PROGRAM (1967-1968)

The Pattern Drills Program, as of June 1967, served all students in grades 7 and 8 in 20 qualifying ESEA secondary schools. At the present time plans are being considered to extend the program to students in these grades in qualifying elementary schools as soon as funds are available and in-service training can be accomplished.

To date, however, no test of any kind has been found, either to define and record students' entering behaviors regarding speech or to evaluate the effect of pattern drills instruction on their ability to control standard English. Indeed, teachers have not been expected to evaluate student performance in this phase of the English curriculum except informally through occasional test drills, nor has any provision been made to include pattern drills learning in report card grades. This situation precludes any scientific analysis of the program's effectiveness.

The lack of evaluation of student performance can be explained in part by the fact that no suitable instruments are available for this purpose. The linguistics consultant to the Board of Education, Office of Research advises that leading experts in the field engaged in developing and conducting similar programs have not yet found a sound way

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to measure their objectives, although they concede that such measurement is desirable.

A panel composed of members of program staff, evaluation personnel, and a linguistics consultant, convened for the purpose of assessing the present definition as developed by teachers and other staff members, found that the validity of the program might be improved by "developing suitable instruments for appraising student performance."

In light of the foregoing the Office of Research of Pittsburgh Public Schools is proposing to undertake the responsibility for constructing and administering the four instruments outlined below, each of which is directly related to one or more of the major objectives of the Pattern Drills Program as noted:

Instrument Number 1 will be designed to measure students' awareness of appropriate settings for using standard and nonstandard dialects. The need for measuring the degree of this awareness is directly related to the second terminal objective in the program definition: "[Students should] be able to shift automatically from nonstandard to standard speech and vice versa as the situation requires." A necessary first step to being able to select either standard or nonstandard English to fit a given situation is, of course, the student's understanding of the milieu in which he finds himself. Attention needs to be given to whether students can in fact appraise a situation in order to determine the propriety of one dialect or the other. The proposed instrument will make such a study possible.

Instrument Number 2 will attempt to evaluate students' perception of standard and nonstandard phonetic and grammatical forms. It is obvious that the ability to identify a form as either standard or nonstandard is a prerequisite to a student's being able to decide when either one or the other is appropriate. Without a suitable instrument to measure this ability it is not possible to know whether the program is actually teaching students to discriminate between standard and nonstandard forms and constructions. It may be further pointed out that the proposed instrument will offer a convenient way to judge the validity of two of the program's enabling objectives: (1) "[To] be aware of standard speech in appropriate situations" and (2) "[To] respect the appropriateness of nonstandard dialects in specific situations."

Instrument Number 3 will be designed to measure the actual physical ability of students to reproduce (i.e. mimic) the sounds and grammatical constructions of standard English. This ability is the immediate and most practical objective of the Pattern Drills Program. Providing teachers with an easily administered and readily interpreted instrument for evaluating this objective has the highest priority at the present time.

Instrument Number 4 will be concerned with students' ability to generalize standard speech forms in contexts other than those presented in the specific drills. This ability, while the most difficult to evaluate, is in the long run the most crucial of all the skills which the Pattern Drills Program seeks to develop. Obviously, the program cannot be expected to identify all the phonetic and grammatical forms students will need to control, nor can it anticipate the entire range of situations which individual students will meet that call for automatic use of standard English. It is therefore incumbent upon the program to help children to develop general insights concerning the forms and uses of standard English in everyday life. Only in this way can the program realize its ultimate objective of helping students improve their social, economic, and personal opportunities through confident control of standard English speech.

In summary, the development and administration of the four instruments described above will make possible a more valid evaluation of the Pattern Drills Program in the Pittsburgh Public Schools.

11. PREPRIMARY PROGRAM

11. PREPRIMARY PROGRAM

Introduction

History of the Program

The Preprimary Program was originally conceived as a crucial first step in the Pittsburgh Board of Public Education's plans for a city-wide program of compensatory education for children from culturally and economically deprived neighborhoods. With the help of a $103,000 grant from the Ford Foundation, the preschool endeavor was initiated at Forbes School in October 1964 and extended to six other schools during its first six months of operation. Since March 1965, when the Office of Economic Opportunity assumed major responsibility for its financing, 49 additional classes have been added to the program. As of June 1967, there were 56 operating units attached to 44 elementary schools with a total enrollment of nearly 2000 children (see Appendix A for a complete list of units). The Office of Research has been involved in the evaluation of various aspects of the program since 1965.

Description of the Program

In order to be able to better describe the program and to develop a basis for its ongoing evaluation, the Office of Research invited 36 teachers, three principals, the program coordinator and her assistants, and three members of the central office staff to participate in two group interviews or "program definition meetings" in February 1967, the purpose of which was to generate a relatively complete definition of the Preprimary Program. At the meetings, the participants were assigned to a number of small discussion groups to facilitate consideration of an agenda developed by the Office of Research (see Appendix B). The recorded proceedings of each of these small group meetings were then synthesized, written up in narrative form, and mailed to all members of the program staff on April 13, 1967. At a later date the material was placed into the standard definition format. This definition is included in the following pages to provide a description of the program.

Preprimary Program Definition

GENERAL

I. Overall Statement of Objectives and Rationale for the Program

The program is designed to provide three- and four-year olds from economically deprived neighborhoods with opportunities to begin to develop the kinds of socio-emotional characteristics and cognitive skills children need to succeed in school.

II. Description of Scope

A. Number of Pupils and Schools Involved

As of May 1967, there were 54 operating units attached to 44 elementary schools with a total enrollment of approximately 2000 children.

B. General Description of Staff

1. Classroom personnel (for each unit)
    a. One teacher
    b. One assistant teacher
    c. One aide
    d. One (or two) volunteers
2. Supervisory and other staff
    a. A coordinator and two assistant coordinators
    b. A eurhythmics staff consisting of one supervisor and seven teachers
    c. One art consultant
    d. Twenty staff in training
    e. Five unassigned teachers, one of whom has been acting as a substitute

OUTCOMES

I. Objectives[1]--changes expected to occur in program participants as a result of the program

At the end of the Preprimary Program, participants should do the following things:

- A. Show signs of greater muscle control and coordination
- B. Have begun to develop some of the socio-emotional characteristics normally acquired during the preschool years
  - 1. Emotional security
    - a. Be able to control emotions in frustrating situations
    - b. Be able to adapt to changes in routine
    - c. Be able to pursue activities independently
    - d. Be aware of changes in environment
    - e. Be able to stay with tasks until they are completed
  - 2. Social adjustment
    - a. Relate to a group and participate in group activities
    - b. Show trust by sharing objects and affections
    - c. Show trust by accepting the school environment
    - d. Take care of personal (physical and emotional) needs in a socially acceptable way
- C. Have acquired certain cognitive skills and understandings,[2] including the following:

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[1] No attempt has been made to distinguish between terminal, ultimate, and enabling objectives.

[2] There is some difference of opinion among program staff concerning the importance and place of cognitive learning in the Preprimary Program.

1. The ability to make better use of sensory perceptions
    a. Visual
    b. Auditory
2. A greater awareness and understanding of people, places, and things
    a. A larger and more functional vocabulary
    b. The ability to order, classify, and describe objects on the basis of size, shape, color, smell, and touch
3. The ability to use their memories and imaginations to:
    a. Remember songs and stories
    b. Express themselves through role playing and fantasy exploration
    c. Express themselves with such things as paints, crayons, and other art materials

II. Other Benefits--benefits expected to accrue to other than program participants as a result of the program

Parents of the participants will benefit from the program in the following ways:

A. They will acquire a better understanding of the ways in which children develop.

B. They will develop an improved image of the school.

III. Criteria for Successful Completion of or Removal from the Program

Children are generally released after two years in the program. Exceptions can be made for a variety of reasons:

A. An extreme inability to deal with the demands of the classroom environment

B. Inability to cope with frustration and changes in routine

C. An extreme lack of physical or emotional self-control

D. An extreme lack of self-confidence manifested in frequent displays of immaturity or hostility

E. A marked inability to develop basic cognitive skills as evidenced by an inability to describe ideas or experiences in a logical manner, to generalize on the basis of experience, to learn vicariously

ANTECEDENTS

I. Participants

A. Selection Characteristics--the criteria that are used to determine who shall participate in the program

Participants are selected using the following criteria:[3]

1. An unstable or extremely limited family income
2. A one-parent family
3. A large family
4. A one-child family or isolated child
5. A family having three preschool children
6. A working mother
7. Chronic illness on the part of parents
8. Poor housing or crowded living conditions
9. A family history of learning problems
10. Language disabilities or late development of language skills
11. Any other condition that suggests deprivation and indicates the need for compensatory education

B. Entering Behaviors--characteristics of participants (other than selection characteristics) which are related to performance in the program

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[3] Preprimary Program Evaluation Report. 1966, Board of Public Education (Pittsburgh, 1966), p. 21-3.

1. Physical
    a. Are generally undernourished
    b. Have low resistance to disease
    c. Tire easily
    d. Are often irritable and/or apathetic
2. Socio-emotional
    a. Are burdened by feelings of personal insecurity, and have little self-esteem
    b. Are distrustful of others and reluctant to share objects and affections
    c. Are impulsive rather than reasoning
    d. Are extremely adaptable
3. Cognitive
    a. Have a very short attention span
    b. Are extremely curious
    c. Are often unable to express feelings or describe experiences due to a very limited vocabulary
    d. Have difficulty organizing, classifying, and generalizing

II. Staff--qualifications with respect to specific positions

Staff Member	Professional Qualifications	Personal Qualifications
Program Coordinators	1. College or univeristy degree in education 2. Teaching experience	1. Patience 2. Adaptability 3. Understanding 4. Imagination

Staff Member	Professional Qualifications	Personal Qualifications
Program Coordinators (contd.)		5. Ability to work effectively with different kinds of people
Teacher	1. College or university degree in education or its equivalent 2. Teaching experience	1. Patience 2. Adaptability 3. Understanding 4. Imagination
Assistant Teacher	1. Two years of college 2. Experience in working in poverty areas	Same as teacher
Aide	1. High school education 2. Residence in a poverty area	Common sense
Volunteers	Participation in training program	Understanding of and interest in children

III. Support

A. Administrative Support--administrative personnel who cooperate in carrying out the Preprimary Program

Principals in the individual schools support the program in the following ways:

1. Provide supplementary advice and assistance
2. Support teachers in their dealings with parents
3. Expedite the procurement of necessary materials and supplies

B. Human Resources--non-administrative and non-staff personnel whose contributions and cooperation are necessary to the operation of the program

Role	Functions	Qualifications
1. Community Agent	1. Provides a communications link between the school and the home 2. Helps select children using OEO criteria 3. Follows up absences 4. Arranges for trips 5. Provides a male image to whom children can relate both in and out of school	1. Must reside in the neighborhood 2. Should have training and/or experience in social work
2. Eurhythmics Instructors		
3. Storyteller		
4. Special consultants	Provide medical, dental, mental health, speech, and social work advice and referral services	

C. Media-- the materials, supplies, and equipment required for program activities

1. Permanent equipment

   a. Child-sized tables and chairs

    b. Cooking equipment
    c. Balancing boards
    d. A climbing apparatus
    e. Housekeeping equipment

2. Educational equipment and materials
    a. Building blocks
    b. Hammers and nails
    c. Beads
    d. Puzzles and games
    e. Pictures
    f. Trucks
    g. Play dough
    h. Water play equipment
    i. Sand
    j. Clay
    k. Chalk and crayons
    l. Paint and brushes
    m. Measuring equipment for scientific inquiry and experiments
    n. Materials for cutting and pasting, and paper in various textures and colors

PROCESS

I. Participant Activities--the day-to-day program activities that ultimately lead to the achievement of objectives

The kinds and combinations of activities presently being used in Pittsburgh's Preprimary Program vary as the ingenuity and inventiveness of the program staff. For the purpose of description, however, most of the activities can be categorized as follows:

Category	Purpose	Materials or Examples
1. Manipulative or constructive	To develop small muscles and improve muscle and eye-hand coordination	1. Puzzles 2. Small blocks 3. Table games 4. Beads 5. Scissors, small hand tools
2. Motor or large muscle	To develop large muscles and motor skills	1. Large blocks 2. Climbing and balancing equipment 3. Large balls 4. Wheel toys, bicycles, wagons, trains, and trucks 5. Jumping ropes
3. Imitative or dramatic play	To enable children to express themselves through role playing and fantasy exploration	1. A housekeeping corner 2. Doll tub 3. Play dough
4. Sensory	To develop sensory perceptions	1. Paints 2. Clay and play dough 3. Sand 4. Water and soap

Category	Purpose	Materials or Examples
5. Creative experiences	1. To facilitate self-expression 2. To develop sensory and aesthetic awareness 3. To promote imaginative thinking	1. Paints, easels, and crayons 2. Cutting and pasting materials 3. Modelling clay
6. Cognitive	1. To develop the child's willingness and ability to listen attentively and speak effectively 2. To help the child begin to order, classify, and describe objects in terms of size, shape, and color	All activities in which the child is encouraged to speak correctly and to use language skills to solve problems
7. Other activities	To broaden the child's awareness and understanding of people, places, and things in the world around him	1. Snacks 2. Neighborhood walks and trips

II. Staff Functions and Duties with Respect to Specific Positions

Staff Member	Function	Duties
Program Coordinator	Provides the overall coordination, guidance, and support needed to plan and implement the program	a. Helps set up the program and plan curriculum b. Orients and trains new teachers and other staff

Staff Member	Function	Duties
Program Coordinator (contd.)		c. Visits schools and provides advice and assistance as needed d. Reads and comments on teachers' logs e. Handles personnel problems f. Audits petty cash reports g. Guides and evaluates case studies of specific children
Teacher	Plans and implements a series of successful learning experiences	a. Structures an environment conducive to learning b. Provides reinforcement of the learning experience as needed
Assistant Teacher	Helps the teacher plan and implement classroom activities	
Aide	Helps the teacher and the assistant under their supervision	a. Prepares materials for various activities b. Performs general housekeeping tasks c. Helps with record keeping d. Prepares snacks and meals e. Assists children under the guidance and supervision of the teacher
Volunteer	Serves as helper under the supervision of the teacher and her assistants	

B. Intra-staff Communication and Coordination

1. Coordinators' meetings
2. Communications between coordinators and teachers
    a. Meetings at least once each month
    b. Exchange of requests, suggestions, ideas, and opinions by telephone or by means of written memos
3. Teachers' meetings
4. In-service training for teachers, assistants, and aides

C. Communication Between Program Staff and Others

1. Parents and teachers attend weekly meetings.
2. Teachers in some cases attend elementary staff meetings in the schools to which they are assigned.
3. Teachers maintain informal contacts with other elementary teachers, especially kindergarten teachers.

Stage I Evaluation

Statement of the Problem

Having elicited a definition of the program, the problem for evaluation was to assess that definition in terms of its comprehensiveness, its face validity, and its compatibility with the overall school environment.

Method

In order to assess the compatibility of the program, 19 face-to-face interviews and one telephone interview were conducted in seven representative schools in May and June of 1967. Seven preprimary teachers, seven kindergarten teachers, four principals, and one assistant principal were asked questions about their use of facilities and media, the availability of qualified personnel, the use of staff time, and the impact of the Preprimary Program on other programs in each of the schools. Interviewees were encouraged to make judgments about the compatibility or incompatibility of the program within the total system. The questions used for these interviews appear in Appendix C.

The overall comprehensiveness and face validity of the Preprimary Program definition were assessed by a panel of judges in early May. Members of the panel included the program evaluator, the Director of Compensatory Education, the Coordinator of Evaluation, a research assistant skilled in writing educational objectives and program design, and a consultant who was a content specialist in the area of the program's major emphasis.

The consultant received her A. B. degree magna cum laude from Radcliffe College and her A. M. and Ed. D. from Harvard's Graduate School of Education. She has done basic and applied research in the areas of cognition and motivation related to social studies instruction and learning and instructional procedures. In addition to her role as a consultant to the Office of Research, she has held consultantships to Mobilization for Youth and the Center for Applied Linguistics. She is presently employed as a research associate at the University of Pittsburgh's Learning Research and Development Center and is the Director of Research for its experimental public school program for three- to eight-year olds. She has included in her very active career the publication of numerous articles, papers, and book reviews.

Results

The responses of interviewees regarding the compatibility of the program with the overall school environment are presented in the following pages.

RESPONSES OF INTERVIEWEES

Teacher Interview

Question 1

Are the facilities, equipment, materials, and supplies you have at your disposal adequate to meet the needs of the Preprimary Program? Do you share any facilities, equipment, or materials with other programs?

Answers by Respondents

1. Paints and related materials are generally in short supply. There is a need for a slide or something else for the children to climb on (for large muscle development). Share cement play space outside with kindergarten.

2. Art supplies are presently being purchased with funds from the petty cash allotment. Climbing equipment could be put to good use. Share outdoor playground and small basement gym with other elementary classes. Access to gym limited to once or twice each week during most of the year.

3. Facilities, equipment, materials, and supplies are adequate.

4. No equipment for large muscle development. Need more storage space. Share puzzles and games with kindergarten. Outdoor play space not suited to needs of preprimary children.

5. Paper and paints are always in short supply. Share outdoor playground with kindergarten, first grade, and older children.

6. Equipment, materials, and supplies readily available or purchasable with petty cash. Outdoor play space presently under construction. Share demountable with a special third grade which adds to enrichment program.

7. Facilities, equipment, materials, and supplies have been adequate, although more paints and manipulative games would be very much appreciated. The preschool children are free to use the playground at any time and have regular access to the gym.

Question 2

Are qualified personnel generally available when they are needed (substitutes, eurhythmics instructors, medical specialists, mental health specialists, etc.)?

Answers by Respondents

1. Availability of substitutes poses no problem. Would like to have children examined periodically by mental health, medical, and eye and ear specialists.[4]

2. Eurhythmics program discontinued. A storyteller visits the class periodically.

3. Teacher feels that the Community Agent has too many duties to be able to carry out job responsibilities to the Preprimary Program as well as he should.

4. Qualified personnel have been available when needed.

5. A psychiatrist working with emotionally disturbed children at the elementary school to which the preschool unit is attached has been available for consultation. Unfortunately no provisions for follow-up have been made. The eurhythmics program has been discontinued apparently due to a lack of space. Teacher found program helpful but feels she will be able to do as well without it.

6. No ready access to a psychiatrist who could come to observe children who may have emotional problems.

7. Eurhythmics instruction discontinued when classroom formerly used for this purpose was assigned to another program. A psychiatrist has tested a few children who may need another year of preschool.

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[4] Shortly after this interview was conducted it was announced that health services would be made available to children in the Preprimary Program by the Allegheny County Health Department.

Question 3

Do you and your staff have enough time to plan, prepare, and coordinate classroom activities? If not, how might the necessary time be made available?

Answers by Respondents

1. Staff has very little time to plan or make preparations. With mother's meetings and other meetings of one kind or another on Fridays, a good deal of the planning must be done on the run or after hours.

2. Occasionally the staff can get together on Friday afternoon for the purpose of planning and coordination. More time might be available if mother's meetings could be held on a biweekly rather than on a weekly basis.

3. Planning is done at lunch and such times as are convenient before and after hours.

4. More time is needed. Planning is sometimes made doubly difficult by the fact that the children may not want to do what has been planned and alternative activities have to be devised on the spur of the moment.

5. There is simply not enough time available for planning. Not sure how extra time might best be made available.

6. Staff members feel that they would have more time to plan if mother's meetings could be held less frequently. As things stand, most of the planning is done by the teacher at home on weekends with little or no consultation with her assistant and aide.

7. In spite of the recent decision to eliminate daily plans and to require only weekly plans, there is still too much paper work to be done. Staff lacks time to better determine needs and interests of individual children.

Question 4

How sympathetic are school administrators and other teachers to the needs and special problems of the Preprimary Program at ____ School?

Answers by Respondents

1. The principal has given the program whole-hearted support since its inception. The other teachers have also been most understanding and helpful.

2. The principal and the kindergarten teacher have been very helpful. Most of the other teachers have been sympathetic although some seem to harbor hard feelings about the teacher-pupil ratio and the materials and equipment that have been placed at the disposal of the preprimary staff. Such feelings are understandable in a situation in which other teachers have large heterogeneous classes and are forced to work with a minimum of materials and supplies.

3. The principal has been very cooperative and has helped me become an integral part of the faculty of the school.

4. The principal has been helpful. Most of the other teachers seem to think three- and four-year olds ought to be at home with their parents.

5. The administrative staff and the other teachers are becoming more sympathetic. At first the latter resented the size of the preschool staff and the facilities and supplies at their disposal. The preprimary teacher also had difficulty keeping the noise level down. This factor added to initial misunderstanding and hostility.

6. Principal helps out when the preprimary teacher needs him. Some of the other teachers may feel that preschool is a baby-sitting operation. Most are interested in what is going on in the preschool.

7. The principal has been very accepting and helps with difficulties such as scheduling. The other teachers complain about the kids from time to time but for the most part are understanding.

Question 5

How does the Preprimary Program affect the kindergarten operation in this school?

Answers by Respondents

1. Hopes that some day something will be done to provide for better continuity between preschool and kindergarten. After two years in the Preprimary Program the children are ready for a more challenging program than the one to which they are presently being exposed in kindergarten.

2. Don't really know except that the kindergarten teacher says the children who have had preschool experience seem to make a quicker adjustment to the kindergarten environment than those who haven't.

3. Because of the sheer size of kindergarten classes and the presence of many children who have not had preschool experience, many former preschoolers are probably marking time in kindergarten.

4. Doesn't seem to have created any special problems so far.

5. There is very little continuity into kindergarten. Until recently neither the preprimary teacher nor the kindergarten teacher knew very much about what the other was doing. Presently visit each other's classes when time permits.

6. Has heard that former preschoolers have adapted fairly well to the routine in kindergarten and that some seem to have done pretty well.

7. Don't know. Kindergarten teacher doesn't seem to understand the purpose and the methods being used in the Preprimary Program.

Kindergarten Teacher Interview

Question 1

How does the Preprimary Program affect your Kindergarten Program?

Answers by Respondents

1. Try to group children according to age and previous experience. Children who have had preschool experience are generally accustomed to greater freedom and more individual attention than they can be given in kindergarten. Nevertheless, they soon learn to adjust to the more formal kindergarten routine.

2. Finds that although children who have attended preprimary are accustomed to considerable freedom to do as they please, they adapt to the kindergarten situation in a relatively short time. Is very much in favor of the Preprimary Program.

3. Former preschoolers are definitely better prepared than children who come straight from home. Difficult to be very specific except to say that the Preprimary Program is a good one and ought to be continued. It would be more effective if the same kind of attention could be provided in kindergarten and subsequent primary grades.

4. The fact that former preschoolers are aware of what is expected of them in school and can serve as an example for those children who have never been in school before makes the kindergarten teacher's job easier. Some parents have complained that their children got too much attention, that they had grown accustomed to having someone help them into and out of their coats and boots and seemed unwilling to begin doing these things for themselves.

5. Most preschoolers have an adjustment of sorts to make when they get to kindergarten. They come used to doing pretty much as they please and have to learn to take turns and to do lots of little things for themselves. As far as learning is concerned, they demonstrate no discernible advantage from having attended preprimary. Don't score higher on Detroit IQ test. To date there has been no transfer of records, so I don't even know who attended and who didn't except from hearsay.

6. Former preschoolers seem to know a lot more but often have trouble getting used to a routine in which they get less freedom

and less individual attention than they are accustomed to. Seem to be a lot more verbal and better adjusted socially than children who didn't attend preprimary. Others don't seem to have learned as much.

7. Feels three- and four-year olds should be at home. Preprimary Program has had the effect of calling people's attention to the importance of kindergarten.

Principal Interview

Question 1

Very generally, how well would you say that the Preprimary Program fits into the overall program of instruction at______School? Have there been any special problems involving the use of facilities or the availability of qualified personnel?

Answers by Respondents

1. Very well. Preprimary teacher needs more storage space.

2. In spite of its physical separation, the Preprimary Program is structurally very much a part of the overall program of instruction.

3. As far as I can tell, the Preprimary Program isn't creating any special problems. The children seem to be getting the attention they need and are enjoying themselves very much. Some need a father image--a male to whom they can relate. Isn't being provided at present.

4. Although the purposes and methods of the Preprimary Program seem sound, it is difficult to see just how it fits into the overall program of instruction at_____School. Perhaps its newness has something to do with the fact that the program stands apart from the others. The teacher seems to have isolated herself from her colleagues even to the extent of sitting by herself at meetings.

5. Isn't sure that the Preprimary Program is accomplishing all of the objectives it set for itself. Economic criteria have been difficult to apply. Feeding program may be unnecessary, at

least in this neighborhood. Children may even be getting the wrong impression of what is expected of them in school. For example, they seem to resent being asked to clean up after themselves when they get to kindergarten. Nor can the preprimary staff hope to provide the love some of the children aren't getting at home.

Question 2

How sympathetic are the other teachers to the needs and special problems of the Preprimary Program?

Answers by Respondents

1. The kindergarten and preprimary teachers share the same building and many materials and supplies. They get along excellently together. The other teachers are very accepting of both the Preschool and the Kindergarten Programs.

2. Teacher opinions are presently being sampled. The kindergarten and other teachers have visited the primary unit on a number of occasions and have come back very impressed. There don't seem to be any unfavorable feelings about the program.

3. There are no real resentments among the other teachers at ______School.

4. Most of the other teachers are passive in their acceptance of the Preprimary Program. Some resent the abundance of materials and supplies at the disposal of the preschool staff.

5. Teachers with large classes resent the teacher-pupil ratio in the Preprimary Program. The recent busing of preschoolers (while other elementary children walked to school) seems to have exacerbated hard feelings and led to misunderstandings between the school and parents.

The judgments of the panel regarding the comprehensiveness and face validity of the program definition are presented in the following pages in a format which relates them, item by item, to specific parts of the taxonomy and of the program definition.

PROJECT PREPRIMARY　　　　Page 1

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy GENERAL

Specific Dimensions	Program Definition	Judgments
I. Overall Statement of Objectives and Rationale for the Program	The program is designed to provide three- and four-year olds from economically deprived neighborhoods with opportunities to begin to develop the kinds of socio-emotional characteristics and cognitive skills children need to succeed in school.	The definition as it now stands is too general to be of much use as a basis for evaluation without considerable modification and expansion. Socio-emotional objectives are not spelled out in enough detail. Cognitive objectives are not set forth in behavioral terms. Antecedent and process dimensions are too sketchy and are not tied closely enough to program objectives.
II. Description of Scope		
A. Number of Pupils and Schools Involved	As of May 1967, there were 56 operating units attached to 44 elementary schools with a total enrollment of approximately 1600 children.	
B. General Description of Staff	1. Classroom personnel (for each unit) a. One teacher b. One assistant teacher c. One aide d. One (or two) volunteers 2. Supervisory and other staff a. A coordinator and two assistant coordinators b. A eurhythmics staff consisting of one supervisor and seven teachers c. One art consultant d. Twenty staff in training e. Five unassigned teachers, one of whom has been acting as a substitute	

Page 2

PROJECT PREPRIMARY

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy OUTCOMES

Specific Dimensions	Program Definition	Judgments
I. Objectives--changes expected to occur in program participants as a result of the program	At the end of the Preprimary Program, participants should do the following things: A. Show signs of greater muscle control and coordination B. Have begun to develop some of the socio-emotional characteristics normally acquired during the preschool years 1. Emotional security a. Be able to control emotions in frustrating situations b. Be able to adapt to changes in routine c. Be able to pursue activities independently d. Be aware of changes in environment e. Be able to stay with tasks until they are completed 2. Social adjustment a. Relate to a group and participate in group activities b. Show trust by sharing objects and affections c. Show trust by accepting the school environment d. Take care of personal (physical and emotional) needs in a socially acceptable way	Terminal, ultimate and enabling objectives are not differentiated. Behaviors are not specific. What does a child do when he adapts to changes in routine? In what situations do these behaviors occur? What is meant by changes in routine?
	C. Have acquired certain cognitive skills and understandings, including the following:	Cognitive objectives are not stated in behavioral terms.

PROJECT PREPRIMARY Page 3

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy OUTCOMES

Specific Dimensions	Program Definition	Judgments
I. Objectives--changes expected to occur in program participants as a result of the program (contd.)	1. The ability to make better use of sensory perceptions a. Visual b. Auditory.	"The ability to make better use of sensory perceptions" might be stated in behavior terms as "The child will demonstrate improved use of sensory perceptions." The kinds of sensory perceptions children will be expected to learn to use more effectively is not spelled out in enough detail.
	2. A greater awareness and understanding of people, places, and things a. A larger and more functional vocabulary b. The ability to order, classify, and describe objects on the basis of size, shape, color, smell and touch	
	3. The ability to use their memories and imaginations to: a. Remember songs and stories b. Express themselves through role playing and fantasy exploration c. Express themselves with such things as paints, crayons, and other art materials	

PROJECT PREPRIMARY Page 4

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy OUTCOMES

Specific Dimensions	Program Definition	Judgments
II. Other Benefits--benefits expected to accrue to other than program participants as a result of the program	Parents of the participants will benefit from the program in the following ways: A. They will acquire a better understanding of the ways in which children develop. B. They will develop an improved image of the school.	
III. Criteria for Successful Completion of or Removal from the Program	Children are generally released after two years in the program. Exceptions can be made for a variety of reasons: A. An extreme inability to deal with the demands of the classroom environment B. Inability to cope with frustration and changes in routine C. An extreme lack of physical or emotional self-control D. An extreme lack of self-confidence manifested in frequent displays of immaturity or hostility E. A marked inability to develop basic cognitive skills as evidenced by an inability to describe ideas or experience in a logical manner, to generalize on the basis of experience, to learn vicariously	

PROJECT . PREPRIMARY Page 5

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy ANTECEDENTS

Specific Dimensions	Program Definition	Judgments
I. Participants		
A. Selection Characteristics--the criteria that are used to determine who shall participate in the program	Participants are selected using the following criteria: 1. An unstable or extremely limited family income 2. A one-parent family 3. A large family 4. A one-child family or isolated child 5. A family having three preschool children 6. A working mother 7. Chronic illness on the part of parents 8. Poor housing or crowded living conditions 9. A family history of learning problems 10. Language disabilities or late development of language skills 11. Any other condition that suggests deprivation and indicates the need for compensatory education	How are these criteria applied? Are some more important indicators of need than others? Criteria 1, 8, 9, 10, and 11 should be spelled out in considerably more detail. How little does a family have to be earning before children become eligible for compensatory education? What kinds of language disabilities and learning problems suggest deprivation?

PROJECT PREPRIMARY

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy ANTECEDENTS

Specific Dimensions	Program Definition	Judgments
B. Entering Behaviors--characteristics of participants (other than selection characteristics) which are related to performance in the program	1. Physical a. Are generally undernourished b. Have low resistance to disease c. Tire easily d. Are often irritable and/or apathetic 2. Socio-emotional a. Are burdened by feelings of personal insecurity, and have little self-esteem b. Are distrustful of others and reluctant to share objects and affections c. Are impulsive rather than reasoning d. Are extremely adaptable 3. Cognitive a. Have a very short attention span b. Are extremely curious c. Are often unable to express feelings or describe experiences due to a very limited vocabulary d. Have difficulty organizing, classifying, and generalizing	Entering behaviors are not related closely enough to program objectives. Objectives imply something is lacking in the child. This lack should be described in terms of entering behaviors.

PROJECT PREPRIMARY Page 7

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy ANTECEDENTS

Specific Dimensions	Program Definition		Judgments
II. Staff--qualifications with respect to specific positions			
Staff Member	Professional Qualifications	Personal Qualifications	
Program Coordinators	1. College or university degree in education 2. Teaching experience	1. Patience 2. Adaptability 3. Understanding 4. Imagination 5. Ability to work effectively with different kinds of people	The relationship between staff qualifications and functions and duties is not indicated. How much and what kinds of teaching experience are needed?
Teacher	1. College or university degree in education or its equivalent 2. Teaching experience	1. Patience 2. Adaptability 3. Understanding 4. Imagination	
Assistant Teacher	1. Two years of college 2. Experience in working in poverty areas	Same as teacher	Are certain kinds of work experience more immediately relevant and useful for pre-school personnel than others?

PROJECT PREPRIMARY Page 8

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy ANTECEDENTS

Specific Dimensions	Program Definition		Judgments
Staff Member	Professional Qualifications	Personal Qualifications	
Aide	1. High school education 2. Residence in a poverty area	Common sense	
Volunteers	Participation in training program	Understanding of and interest in children	The duration and content of the training programs are not spelled out.
III. Support A. Administrative Support--administrative personnel who cooperate in carrying out the Preprimary Program	Principals in the individual schools support the program in the following ways: 1. Provide supplementary advice and assistance 2. Support teachers in their dealings with parents 3. Expedite the procurement of necessary materials and supplies		

PROJECT PREPRIMARY

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REPORT OF PANEL PROCEEDINGS

Section of Taxonomy ANTECEDENTS

<table>
<tr><th>Specific Dimensions</th><th colspan="2">Program Definition</th><th>Judgments</th></tr>
<tr><td>B. Human Resources-non-administrative and non-staff personnel whose contributions and cooperation are necessary to the operation of the program</td><td colspan="2"></td><td rowspan="4"></td></tr>
<tr><td>Role</td><td>Functions</td><td>Qualifications</td></tr>
<tr><td>1. Community Agent</td><td>1. Provides a communications link between the school and the home
2. Helps select children using OEO criteria
3. Follows up absences
4. Arranges for trips
5. Provides a male image to whom children can relate both in and out of school</td><td>1. Must reside in the neighborhood
2. Should have training and/or experience in social work</td></tr>
<tr><td></td><td></td><td></td></tr>
</table>

PROJECT PREPRIMARY

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REPORT OF PANEL PROCEEDINGS

Section of Taxonomy ANTECEDENTS

Specific Dimensions	Program Definition		Judgments
Role	Functions	Qualifications	
2. Eurhythmics Instructors			
3. Storyteller			
4. Special consultants	Provide medical, dental, mental health, speech, and social work advice and referral services		
C. Media--the materials, supplies, and equipment required for program activities	1. Permanent equipment a. Child-sized tables and chairs b. Cooking equipment c. Balancing boards d. A climbing apparatus e. Housekeeping equipment 2. Educational equipment and materials a. Building blocks b. Hammers and nails c. Beads d. Puzzles and games e. Pictures f. Trucks g. Play dough h. Water play equipment		The list of materials, equipment, and supplies is not complete. The media are not related to specific activities.

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REPORT OF PANEL PROCEEDINGS

Section of Taxonomy ANTECEDENTS

Specific Dimensions	Program Definition	Judgments
C. Media--the materials, supplies, and equipment required for program activities (contd.)	i. Sand j. Clay k. Chalk and crayons l. Paint and brushes m. Measuring equipment for scientific inquiry and experiments n. Materials for cutting and pasting, and paper in various textures and colors	

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REPORT OF PANEL PROCEEDINGS

Section of Taxonomy PROCESS

Specific Dimensions	Program Definition			Judgments
I. Participant Activities--the day-to-day program activities that ultimately lead to the achievement of objectives	The kinds and combinations of activities presently being used in Pittsburgh's Preprimary Program vary as the ingenuity and inventiveness of the program staff. For the purpose of description, however, most of the activities can be categorized as follows:			The list of activities is not complete, and activities are not related to objectives.
	Category	Purpose	Materials or Examples	
	1. Manipulative or constructive	To develop small muscles and improve muscle and eye-hand coordination	1. Puzzles 2. Small blocks 3. Table games 4. Beads 5. Scissors, small hand tools	It is possible for some activities to serve more than one purpose and to be related to a number of objectives.
	2. Motor or large muscle	To develop large muscles and motor skills	1. Large blocks 2. Climbing and balancing equipment 3. Large balls 4. Wheel toys, bicycles, wagons, trains, and trucks 5. Jumping ropes	

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REPORT OF PANEL PROCEEDINGS

Section of Taxonomy PROCESS

Specific Dimensions	Program Definition			Judgments
	Category	Purpose	Materials or Examples	
I. Participant Activities--the day-to-day program activities that ultimately lead to the achievement of objectives (contd.)	3. Imitative or dramatic play	To enable children to express themselves through role playing and fantasy exploration	1. A housekeeping corner 2. Doll tub 3. Play dough	An exhaustive list of program activities is beneficial in spelling out program objectives more clearly.
	4. Sensory	To develop sensory perceptions	1. Paints 2. Clay and play dough 3. Sand 4. Water and soap	
	5. Creative experience	1. To facilitate self-expression 2. To develop sensory and aesthetic awareness 3. To promote imaginative thinking	1. Paints, easels and crayons 2. Cutting and pasting materials 3. Modelling clay	

PROJECT PREPRIMARY

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REPORT OF PANEL PROCEEDINGS

Section of Taxonomy PROCESS

Specific Dimensions	Program Definition			Judgments
	Category	Purpose	Materials or Examples	
I. Participant Activities--the day-to-day program activities that ultimately lead to the achievement of objectives (contd.)	6. Cognitive	1. To develop the child's willingness and ability to listen attentively and speak effectively 2. To help the child begin to order, classify, and describe objects in terms of size, shape, and color	All activities in which the child is encouraged to speak correctly and to use language skills to solve problems	
	7. Other activities	To broaden the child's awareness and understanding of people, places, and things in the world around him	1. Snacks 2. Neighborhood walks and trips	

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REPORT OF PANEL PROCEEDINGS

Section of Taxonomy PROCESS

Specific Dimensions	Program Definition		Judgments
II. Staff Functions and Duties with Respect to Specific Positions			
Staff Member	Function	Duties	
Program Coordinator	Provides the overall coordination, guidance, and support needed to plan and implement the program	a. Helps set up the program and plan curriculum b. Orients and trains new teachers and other staff c. Visits schools and provides advice and assistance as needed d. Reads and comments on teachers' logs e. Handles personnel problems f. Audits petty cash reports g. Guides and evaluates case studies of specific children	No attempt has been made to relate functions and duties to program objectives.

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REPORT OF PANEL PROCEEDINGS

Section of Taxonomy PROCESS

Specific Dimensions	Program Definition		Judgments
Staff Member	Function	Duties	
Teacher	Plans and implements a series of successful learning experiences	a. Structures an environment conducive to learning b. Provides reinforcement of the learning experience as needed	Teachers' functions are not spelled out in enough detail.
Assistant Teacher	Helps the teacher plan and implement classroom activities		
Aide	Helps the teacher and the assistant under their supervision	a: Prepares materials for various activities b. Performs general housekeeping tasks c. Helps with record keeping d. Prepares snacks and meals e. Assists children under the guidance and supervision of the teacher	
Volunteers	Serves as helper under the supervision of the teacher and her assistants		Duties for volunteers are not specified. Are there any duties which aides or volunteers are explicitly (or implicitly) forbidden to perform?

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REPORT OF PANEL PROCEEDINGS

Section of Taxonomy PROCESS

Specific Dimensions	Program Definition	Judgments
B. Intra-staff Communication and Coordination	1. 'Coordinators' meetings 2. Communications between coordinators and teachers a. Meetings at least once each month b. Exchange of requests, suggestions, ideas, and opinions by telephone or by means of written memos 3. Teachers' meetings 4. In-service training for teachers, assistants, and aides	The frequency and content of staff meetings are not specified. Are certain kinds of problems handled at formal meetings? Are others generally dealt with using more informal means?
C. Communication Between Program Staff and Others	1. Parents and teachers attend weekly meetings. 2. Teachers in some cases attend elementary staff meetings in the schools to which they are assigned. 3. Teachers maintain informal contacts with other elementary teachers, especially kindergarten teachers.	What are the purposes of parents' meetings? Are they important enough to be included in the objectives?

Discussion and Conclusions

Although Stage I interviews indicate that there have been instances in which the philosophy of the Preprimary Program has created minor problems for some kindergarten teachers, no significant incompatibilities between the program and others being implemented by the Pittsburgh Board of Public Education have been identified. The larger problem of continuity into kindergarten and first grade will be examined in greater detail during the next phase of evaluation.

In order for the Preprimary Program definition to serve as a useful basis for further evaluation of the program, it must be made more comprehensive. For example, objectives are not sufficiently specific and are not stated in behavioral terms. No attempt has been made to distinguish between terminal, ultimate, and enabling objectives.

Once more specific objectives have been established, the antecedent and process dimensions of the definition can be amplified and their relationship to program objectives spelled out in considerable detail. For example, the entering behaviors do not presently describe those characteristics of children which will be modified as a result of their participation in the program and the kinds of deficiencies the program is designed to overcome. The definition is not as specific as it might be in describing other antecedent dimensions including staff qualifications, administrative support, facilities, media, and time constraints and how each of these affects the achievement of program objectives.

Finally, the process dimensions of the definition, the day-to-day activities of the children and the program staff through which human and material resources are combined to produce specified outcomes, are neither complete nor closely related to outcomes and antecedents. The enabling and terminal objectives to which each activity contributes have not been identified.

The Preprimary Program definition as it stands is difficult to assess in terms of face validity. Once it has been rewritten in the manner described above, it should be easier to judge the reasonableness of the functional relationships set forth.

Assessment of Student Achievement

Statement of the Problem

The problem for this phase of the evaluation was to determine the impact of the program on the participants' intellectual ability.

Method

In the 1964-1965 school year a battery of psychological tests was administered to 203 three- to six-year olds in seven schools who showed below average verbal functioning. These tests were the Peabody Picture Vocabulary Test (PPVT), the Children's Apperception Test, the Goodenough Draw-A-Man Test, and an experimental checklist. Because its relationship to later school achievement is more firmly established than that of any of the other tests first administered, the testing program was continued in the 1965-1966 school year with the PPVT being given to a 59 percent sample of the original group.

In examining the procedure used to determine I. Q. from the raw score of the PPVT, it was discovered that the I. Q. conversion tables were relatively crude. If one was not careful to administer the test an equal number of months apart to all members of a sample, comparability within the sample would be invalid. To circumvent this problem, the research staff interpolated the I. Q. conversion tables supplied with the test to make the tables more sensitive to time differences. The 1965 and 1966 test results were then rescored using the interpolated tables. This procedure was also used when the PPVT was administered in May and June of 1967.

Results

Using the interpolated tables, the first year tests showed an average I. Q. of 86. 32. One year later, the mean I. Q. of students who had been in the program from 12 to 20 months was 99. 57, an increase of 13. 25 points. The mean I. Q. in 1967 was 100. 50, indicating that the general improvement in I. Q. seen after one year in the program was maintained. Mean scores and changes for each school included in the sample are shown in Table 1 below.

TABLE 1

Mean I. Q. Score and Mean I. Q. Change by School

	1965 Testing				1966 Testing			1967 Testing		2nd-3rd Testing MEAN IQ CHANGE	1st-3rd Testing MEAN IQ CHANGE
	Total Group (Uninterpolated)		Sample Group (Interpolated)		Sample Group (Interpolated)		Testing MEAN IQ CHANGE	Sample Group (Interpolated)			
	N	MEAN	N	MEAN	N	MEAN		N	MEAN		
Forbes	28	95.25	10	96.90	10	105.60	+ 8.70	10	111.00	5.40	14.10
Letsche	28	77.57	15	79.06	15	94.86	+15.80	15	94.13	-.73	15.07
Madison	32	86.84	20	90.45	20	102.90	+12.45	20	101.00	1.90	14.16
McKelvey	33	83.97	16	86.00	16	100.25	+14.25	16	101.12	.87	15.12
Miller	26	83.31	10	85.10	10	101.50	+16.40	10	99.00	-2.50	13.90
Vann	25	82.68	7	82.28	7	92.14	+9.86	7	102.14	10.00	19.86
Weil	37	85.94	18	84.44	18	97.67	+13.23	18	99.05	1.38	14.61
Total	203	85.15	96	86.32	96	99.57	+13.25	96	100.50	+ .93	+14.18

With regard to students with I.Q.'s over 100, Table 2 indicates that the change for these students was small compared to the increase for the total group. This suggests that either these students were operating near capacity initially or the program did not address itself to them. At this point the former assumption seems more plausible.

Table 2 shows the distribution of scores for the entire I.Q. range. The table indicates that a larger percentage of students fell in the 90-109 range after exposure to the Preprimary Program. The number of students in the low I.Q. range (69 and below) decreased markedly, from 18 percent in 1965 to 2 percent in 1967.

Statement of the Problem

A major purpose of the Preprimary Program since its inception has been the development of those socio-emotional characteristics children need to succeed in school. The problem for this phase of the evaluation was to determine how well the program has achieved that purpose.

Method

At the very outset, the program staff was faced with two closely related tasks. The first was defining what the above purpose means in terms of specific objectives or goals for the program. Having established specific objectives, the staff then had to develop some means of

TABLE 2

Number and Percentage of Children in Re-Test Sample Falling in Conventional I. Q. Categories on First, Second, and Third Testing (Interpolated Scores)

I. Q. Category	1965		1966		1967	
	N	%	N	%	N	%
120 and above	2	2	7	7	9	9
110-119	7	7	20	21	13	14
100-109	15	16))37%	27	28))45%	30	31))57%
90-99	20	21)	16	17)	25	26)
80-89	14	15	17	18	11	11
70-79	21	22	6	6	6	6
69 and below	17	18	3	3	2	2

ascertaining the extent to which individual children are meeting these goals. Such a device would prove a useful diagnostic tool with which to assess individual strengths and weaknesses, one which would have obvious implications for curriculum modification and improvement.

Twelve preprimary teachers met with a representative from the Office of Research one afternoon a week from January through April of 1966 to work in these areas. Nine specific behavioral objectives were set forth, and four sequential levels of achievement were established for each objective. These levels or scales were then empirically tested in preschool classrooms to determine proper sequencing and to develop the most appropriate terminology with which to describe student behavior at each level of achievement. An attempt to further refine the scales by describing as many objectives as possible in terms of the six major curriculum based activity areas was also made before the scales became available for general use by the program staff. This modification makes it possible to use the scales to determine the kinds of progress each child is making toward four of the nine objectives in all six activity areas.

All preprimary teachers were then provided with rating sheets and directions for their use and were asked to rate each child under their supervision at regular intervals throughout the year. (A complete description of the socio-emotional scales and directions for their use are contained in Appendix D.) During the 1966-1967 school year, eight teachers rated the social and emotional growth of their students on two separate occasions, once three or four months after school opened in September and again in June.

Findings

Table 3 shows the mean scores and standard deviations by schools for each of the six activity areas and the nine behavior scales as well as the means and standard deviations for the total group both times ratings were made. Appendix E presents the results of a series of two way analyses of variance between the times ratings were made and between the schools from which data were received.

The analyses of variance revealed statistically significant differences between early and late scores for all 15 variables and in early and late scores between schools for three of the six activity areas and seven of the nine behavioral scales. Between school differences may be attributable to differences in the phenomenon of adjustment in children at the several schools or to different interpretations of the rating criteria by teachers.

Discussion and Conclusions

In its efforts to determine the impact the Preprimary Program is having on disadvantaged children, the Office of Research has been using a standardized intelligence test and a socio-emotional rating scale developed by the program staff.

Results from Peabody Picture Vocabulary Tests administered in 1965, 1966, and 1967 indicate a marked improvement in I. Q. on the part of children who have been exposed to the Preprimary Program. The Office of Research plans to continue monitoring the performance of selected students during the 1967-1968 school year to find out whether or not their achievement measures up to the potential shown by their I. Q. scores. Plans are also being made to collect data from children who are not in the program. This information will be used to determine the extent to which marked improvement in I. Q. scores can be attributed to participation in the Preprimary Program.

Similarly, social emotional scale ratings based on teachers' observations of children's behavior in eight classrooms indicate that most of the children performed better in each of the six activity areas and scored higher on each of the nine behavioral scales at the end of the 1966-1967 school year than at the beginning. Despite the consistent upward shift in class means and the overall reduction in the size of the standard deviations the second time the scales were administered, the fact that the reliability and validity of the scales have yet to be established makes it difficult to conclude that the improvement shown is an accurate measure of the impact of the program and not, at least in part, a reflection of some systematic rater bias.

At the present time plans are being made to test the reliability of the scales and to hold a workshop to further refine them before they

TABLE 3

Class Mean and Standard Deviation For the Social-Emotional Scales 1966-1967

	Maximum Score		Total Group		Arlington		Columbus	
Number of Students			200		26		11	
Administration			1	2	1	2	1	2
Activity Area								
Large Muscle	12	Mean	7.14	9.28	8.88	10.54	4.91	7.00
		Std. Dev.	2.96	2.55	2.38	1.65	1.86	2.32
Creative	12	Mean	6.79	8.85	7.00	9.35	6.27	10.00
		Std.Dev.	2.73	2.64	3.28	2.24	2.37	1.39
Dramatic Play	12	Mean	7.03	9.34	7.15	9.31	6.64	10.09
		Std. Dev.	3.12	2.87	3.41	3.47	2.20	1.81
Manipulative	12	Mean	7.23	9.24	8.23	9.54	5.09	7.73
		Std. Dev.	2.76	2.45	3.02	2.56	2.02	2.57
Sensory	12	Mean	7.15	9.28	8.26	10.12	6.45	9.91
		Std. Dev.	2.75	2.59	2.44	2.77	2.16	1.92
Cognitive	12	Mean	6.50	8.36	8.31	10.35	6.18	9.45
		Std. Dev.	3.39	3.25	3.41	2.57	2.18	2.01
Behavior Scale								
Initiates own activities	18	Mean	11.02	13.64	13.35	15.00	5.55	1.73
		Std. Dev.	4.50	3.96	3.27	3.97	4.03	3.92
Relates to Group	18	Mean	11.12	14.09	10.50	13.30	11.55	5.82
		Std.Dev.	4.28	3.82	4.73	4.26	2.42	1.66
Stays with a task	18	Mean	10.03	13.28	11.96	14.57	9.00	3.72
		Std. Dev.	4.09	4.14	5.15	4.38	2.76	3.55
Awareness of Changes	18	Mean	9.75	13.16	11.88	14.73	9.09	3.36
		Std. Dev.	5.10	4.72	6.52	5.40	4.90	3.35
School Environment	18	Mean	16.47	17.43	16.62	17.77	14.73	16.91
		Std. Dev.	3.06	2.21	3.08	1.17	3.13	2.42
Shares Objects and Affections	18	Mean	11.25	13.47	9.00	12.00	14.18	16.36
		Std. Dev.	4.16	3.73	3.05	3.79	3.02	2.80
Controls Emotions	18	Mean	8.19	11.49	7.15	10.38	10.36	15.82
		Std. Dev.	6.54	5.85	7.20	7.11	6.62	3.03
Adapts to Changes	18	Mean	15.92	16.08	15.92	16.85	11.4	14.18
		Std. Dev.	4.50	3.84	3.77	3.40	6.2	6.16
Takes Care of Personal Needs	18	Mean	11.19	13.02	14.76	16.15	12.55	14.18
		Std.Dev.	4.15	4.04	4.23	2.82	4.20	4.04
Totals	162	Mean	9.73	12.00	10.60	12.66	8.93	12.42
		Std.Dev.	4.96	4.54	5.18	4.66	4.78	4.32

TABLE 3 (Contd.)

Class Mean and Standard Deviation For the Social-Emotional Scales 1966-1967

Crescent		Forbes		Fort Pitt		Frick		Miller		Sheraden	
24		31		34		36		20		18	
1	2	1	2	1	2	1	2	1	2	1	2
7.17	8.92	6.65	9.16	7.12	8.50	7.14	9.97	6.95	9.20	7.00	8.72
2.14	2.15	2.75	2.20	2.78	3.03	2.98	2.09	3.83	3.36	3.78	4.03
7.54	7.58	6.00	8.35	7.35	8.74	6.11	8.78	7.00	8.15	7.39	10.17
1.61	1.99	2.80	3.37	2.57	2.91	2.33	2.48	3.58	3.40	2.85	2.72
8.13	9.67	5.90	8.90	8.00	9.09	6.94	9.78	5.70	8.70	7.39	9.61
2.52	2.46	2.93	2.89	2.55	2.75	3.46	2.28	3.65	3.77	3.08	3.18
8.37	9.25	6.19	9.00	7.65	9.03	6.77	9.88	6.60	8.85	8.28	10.33
1.91	1.59	2.89	2.44	2.39	2.72	2.55	1.78	3.50	3.13	2.53	2.67
7.50	7.92	6.71	9.32	6.64	8.62	6.78	9.89	6.50	8.85	8.17	10.00
2.02	1.79	3.19	2.52	2.81	2.82	2.55	1.76	3.48	3.42	2.99	2.78
7.46	8.04	6.52	9.29	3.44	5.44	7.00	8.22	5.95	7.55	8.22	10.38
3.02	2.99	3.00	2.38	2.72	3.33	2.59	2.34	4.50	3.88	2.57	3.01
11.25	12.83	8.97	12.65	13.18	14.44	10.50	13.94	10.10	12.80	12.28	14.39
3.55	2.61	4.84	5.12	3.78	3.94	3.37	2.60	5.31	4.40	4.76	4.40
12.63	14.29	10.80	14.25	11.35	13.88	9.97	13.75	10.80	13.10	12.50	15.78
2.37	2.03	4.77	3.61	4.13	4.47	3.76	3.51	5.97	5.15	4.34	3.50
11.58	12.29	9.61	13.06	9.24	11.73	9.97	14.16	8.15	11.65	10.22	15.83
2.44	3.29	4.49	4.17	3.60	4.48	3.44	2.43	4.55	5.72	4.55	3.39
11.04	12.17	8.42	14.51	6.73	9.52	10.17	14.06	9.75	13.90	12.56	14.00
2.72	2.11	5.13	3.52	4.20	5.52	4.24	3.64	5.21	4.54	5.52	5.98
17.00	18.00	16.26	17.03	17.29	17.47	16.33	18.00	16.50	17.40	15.66	16.00
2.88	0.00	3.53	3.13	1.96	2.27	2.72	0.00	3.30	1.84	4.18	4.11
11.75	12.75	10.25	13.16	12.88	14.12	11.67	14.67	10.50	12.60	10.67	12.67
4.50	4.07	3.85	3.25	3.00	2.91	4.28	3.34	5.46	4.72	4.39	4.05
10.50	11.00	5.61	9.48	10.59	12.88	8.33	13.50	6.00	8.70	7.33	11.00
7.13	6.29	5.35	5.53	6.10	4.21	6.13	4.15	7.28	8.13	5.26	5.14
14.00	14.25	16.65	17.03	17.65	17.65	13.17	16.00	11.70	13.50	17.00	17.00
5.50	4.61	2.98	2.24	1.43	1.43	3.74	3.20	5.99	5.79	3.08	3.08
7.25	7.75	11.80	12.97	8.12	10.94	11.50	13.67	11.10	13.20	14.67	17.33
2.48	3.74	2.44	2.72	3.87	3.75	2.21	2.72	2.19	2.46	5.13	1.44
10.21	11.11	9.09	11.88	9.82	11.47	9.49	12.53	8.88	11.21	10.62	12.88
4.41	4.25	5.09	4.45	5.11	4.86	4.44	3.91	5.43	5.19	5.09	4.66

are used again. After this is done, it is hoped that all teachers will administer the scales three times during the coming year--once in the fall, once in the winter, and once in the spring.

Planned Future Evaluation Activities

The focus for evaluation in Stage II of the Pittsburgh Evaluation Model is determining the congruence or lack of congruence between the program definition and the actual operation of the program. In order to determine how the program is actually operating, a series of field observations must be made.

To facilitate setting up categories of children's activities and adult-child interactions for observation, a set of preliminary observations were planned and implemented in June of 1967. The reports of these observations are presently being utilized to formulate a list of specific categories which will serve as a basis for more intensive observations to be carried out in the Stage II evaluation of the program.

Since language skills and conceptual development are critical factors in school success and are areas in which children from deprived neighborhoods show glaring deficiencies, a major objective of the Preprimary Program is improving the ability of individual children to express, communicate, and understand. In order to assess the acquisition of these skills, a preschool cognitive test is presently being developed in the Office of Research.

The results of a series of pre-testings are presently being utilized to eliminate those items which do not discriminate between deprived and non-deprived or between preschool and kindergarten children and those items which show no variability. When the instrument is fully developed, it will be used in the Stage III evaluation of the program.

APPENDICES

56-57

Appendix A

PREPRIMARY CENTERS

- Arlington* (2 units)
- Arsenal
- Baxter*
- Belmar*
- Beltzhoover (2 units)
- Burgwin (2 units)
- Clayton
- Columbus*
- Conroy
- Cowley*
- Crescent*
- East Park
- East Street
- Esplen*
- Fairywood
- Forbes
- Fort Pitt
- Frick (2 units)
- Friendship
- Gladstone
- Greenfield
- Holmes
- Homewood*
- Larimer
- Lemington (2 units)
- Letsche
- Lincoln
- Madison (2 units)
- Manchester (2 units)
- McCleary
- McKelvy
- Miller (2 units)
- Morse
- Northview Heights (2 units)
- Philip Murray (2 units)
- Phillips*
- Rogers
- Schiller
- Sheraden
- Spring Garden
- Thaddeus Stevens*
- Vann (2 units)
- Weil (2 units)
- Woolslair*
- Fineview (September 1967)
- Grandview (September 1967)

* Housed out of school

Appendix B

GROUP INTERVIEW SCHEDULE
PREPRIMARY PROGRAM

1. What are the major objectives of the Preprimary Program? (How does a child benefit from participating in the program?)

2. What are the characteristics of children enrolled in the program? (background, attitudes, knowledge, skills, etc.)

3. What kinds of activities are specified for children in the program? How do these activities contribute to the objectives of the program? **Are some more important than others? Why?**

4. What criteria do you use to assess the kinds of growth that take place in children as a result of their participation in the program? (changes in attitudes, development of skills, etc.)

5. What are the criteria used to judge a child's readiness for release from the program?

6. What kinds of personnel are needed to carry out the program? (In the classroom? At the supervisory and administrative levels?) How does each contribute to program objectives? What specific tasks does each perform? What qualifications are needed?

7. How do you keep each other informed about purposes, methods, needs, problems, etc.?

Appendix C

PREPRIMARY INTERVIEW SCHEDULE (STAGE I) 1966-1967

School ______________________________ Date ______________

Respondent ______________________ Interviewer ______________

TEACHER INTERVIEW

1. Are the facilities, equipment, materials, and supplies you have at your disposal adequate to meet the needs of the Preprimary Program? Do you share any facilities, equipment, or materials with other programs?

2. Are qualified personnel generally available when they are needed (substitutes, eurhythmics instructors, medical specialists, mental health specialists, etc.)?

3. Do you and your staff have enough time to plan, prepare, and coordinate classroom activities? If not, how might the necessary time be made available?

4. How sympathetic are school administrators and other teachers to the needs and special problems of the Preprimary Program at ______________________ School?

5. How does the Preprimary Program affect the kindergarten operation in this school?

KINDERGARTEN TEACHER INTERVIEW

1. How does the Preprimary Program affect your Kindergarten Program?

PRINCIPAL INTERVIEW

1. Very generally, how well would you say that the Preprimary Program fits into the overall program of instruction at ____________ School? Have there been any special problems involving the use of facilities or the availability of qualified personnel?

2. How sympathetic are the other teachers to the needs and special problems of the Preprimary Program?

APPENDIX D

65-66

Socio-Emotional Scales and

Directions for Use

Activity Area

1. Large muscle - jungle gym, bicycles, etc.
2. Creative - art activities
3. Dramatic play, etc.
4. Manipulative or constructive - table games, pegs, puzzles, blocks
5. Sensory - clay, sand, water
6. Cognitive - vocabulary, discrimination, rhyming, etc.

Coded Scales

I. Initiates Own Activities
   a. No activity or destructive activity
   b. Participates in activity at direction of the teacher/or other children
   c. Requests specific activity
   d. Persues activity on his own initiative

II. Relates to Group and Participates in Group Activities
   a. Non-communicative with others in Group
   b. Silent, solitary participation
   c. Relates to child/teacher - (may be aggressive behavior)
   d. Relates to and becomes integrated into the group

III. Stays With a Task Until Completion
   a. Over-under stimulated - short attention span - random activity with no particular goal
   b. Briefly attempts activity
   c. Channels activities toward a particular goal
   d. Stays with a task until completion

IV. Awareness of Changes in Environment
   a. No apparent notice of new objects of materials in the room
   b. Shows only slight interest in and awareness of new objects or materials
   c. Spends time manipulating, examining or watching unfamiliar objects or material
   d. Asks questions about or uses unfamiliar objects and materials

V. Shows Trust by Accepting School Environment
   a. Enters room only by force
   b. Enters reluctantly - needs encouragement
   c. Enters room - stands on sidelines
   d. Enters room willingly

VI. Shows Trust by Sharing Objects and Affections
   - a. Rejects objects and/or attentions of others
   - b. Refuses to relinquish objectives and/or attention of others
   - c. Shares objects and/or attention of others with limitation
   - d. Shares objects and/or attention of others freely

VII. Controls Emotions in Frustrating Situations
   - a. Physically aggressive reaction to frustration - hitting, biting, excessive crying, etc. - or complete withdrawal
   - b. Responds with verbal rather than physical aggression or withdrawal to frustration
   - c. Begins to accept restraints without emotional display
   - d. Controls emotions, accepts restraints and criticism

VIII. Adapts to Changes in Routines
   - a. Emotional display over rescheduling of activities
   - b. Shows general disorientation
   - c. Upset by change, but accepts it
   - d. Adapts to changes in scheduled activities with ease

IX. Takes Care of Personal Needs
   - a. Does not dress himself, toilet, feed himself, etc.
   - b. Handles dressing and toileting, feeding with some help
   - c. Dresses/toilets/feeds himself
   - d. Takes care of all personal needs (anything over and above dressing, feeding toileting)

Directions for using social scales:

1. In order to crystalize your thinking, the activity areas have been divided into six categories.
2. The nine areas of behavior are divided into four steps.
3. The chart which follows is numbered according to the area of behavior and the four steps involved.
4. For each of the first four areas of behavior, put the number of the activity area on the step where it belongs.

	a	b	c	d
I.	1, 3	2	4, 5	

Suppose for "initiates his own activities" he falls on step a for large muscle and manipulative activities. Enter the numbers 1 and 3 in step a.

Suppose he falls on step b for creative area. Enter 2 on step b.

Suppose he falls on step c in the cognitive and group activities. Enter 4 and 5 on step c.

5. For the behavior areas V-IX it is not possible to designate by activity area. Enter the behavior by blackening the space of the proper step.
6. If you find that the progression between steps is too large, please define the steps you feel should come in between.
7. Make out one chart for each child in your class.

Below are listed the activities and materials that would be included under each activity area. These should serve to further clarify the activity areas.

1. Large Muscle -	Hollow blocks or large unit blocks Any climbing equipment Balancing equipment Large balls Bodily coordination - running, skipping, rolling,etc. Wheel toys - bicycles, wagons, trains, trucks, wheelbarrow, baby buggies
2. Art Activities -	Easel, crayons, cutting and pasting Clay if used for creating pre-conceived object (This category does not include finger paint)
3. Dramatic Play -	Role playing in any area, such as housekeeping, blocks, props., etc.
4. Manipulative or Constructive -	Puzzles Small unit block Table games Beads Scissors - used solely for manipulative purposes
5. Sensory -	Finger paint Play dough Clay Sand Water Soap
6. Cognitive -	Use of language Investigative activity - books, science table Discrimination - Also see cognitive objectives

APPENDIX E

TWO WAY ANALYSES OF VARIANCE
SOCIO-EMOTIONAL SCALES

TABLE 4.1

Large Muscle

Source	SS	df	MS	F
Between Schools (A)	330.159	7	47.166	6.580*
Early vs Late (B)	401.706	1	401.706	56.044*
A x B	20.842	7	2.977	.415
Error (within groups)	2752.401	384	7.168	
Totals	3505.108	399		

* Significant at the .01 level

TABLE 4.2

Creative Activities

Source	SS	df	MS	F
Between Schools (A)	69.227	7	9.890	1.406
Early vs Late (B)	394.165	1	394.165	56.034*
A x B	106.895	7	15.271	2.171*
Error (within groups)	2701.194	384	7.034	
Totals	3271.481	399		

* Significant at the .01 level

TABLE 4.3

Dramatic Play

Source	SS	df	MS	F
Between Schools (A)	104.026	7	14.861	1.676
Early vs Late (B)	508.486	1	508.486	57.335*
A x B	49.922	7	7.132	.804
Error (within groups)	3405.558	384	8.869	
Totals	4067.992	399		

* Significant at the .01 level

TABLE 4.4

Manipulative Activities

Source	SS	df	MS	F
Between Schools (A)	262.964	7	37.566	5.803*
Early vs Late (B)	367.944	1	367.944	56.838*
A x B	44.753	7	6.393	.988
Error (within groups)	2492.334	385	6.474	
Totals	3167.095	400		

* Significant at the .01 level

TABLE 4.5

Sensory Activities

Source	SS	df	MS	F
Between Schools (A)	109.627	7	15.661	2.270
Early vs Late (B)	410.269	1	410.269	59.473*
A x B	68.538	7	9.791	1.419
Error (within groups)	2648.994	384	6.898	
Totals	3237.428	399		

* Significant at the .01 level

TABLE 4.6

Cognitive Area

Source	SS	df	MS	F
Between Schools (A)	732.275	7	104.611	11.874*
Early vs Late (B)	334.833	1	334.883	38.011*
A x B	54.700	7	7.814	.887
Error (within groups)	3383.110	384	8.810	
Totals	4504.918	399		

* Significant at the .01 level

TABLE 4.7

Initiates Own Activities

Source	SS	df	MS	F
Between Schools (A)	998.201	7	142.600	8.881*
Early vs Late (B)	698.716	1	698.716	43.515*
A x B	199.445	7	28.492	1.774
Error (within groups)	6165.795	384	16.057	
Totals	8062.157	399		

* Significant at the .01 level

TABLE 4.8

Relates to Group

Source	SS	df	MS	F
Between Schools (A)	240.741	7	34.392	2.107
Early vs Late (B)	792.296	1	792.296	48.544*
A x B	54.976	7	7.854	.481
Error (within groups)	6267.390	384	16.321	
Totals	7355.403	399		

* Significant at the .01 level

TABLE 4.9

Stays with a Task

Source	SS	df	MS	F
Between Schools (A)	409.668	7	58.524	3.660*
Early vs Late (B)	1018.653	1	1018.653	63.698*
A x B	174.445	7	24.921	1.558
Error (within groups)	6140.928	384	15.992	
Totals	7743.694	399		

* Significant at the .01 level

TABLE 4.10

Awareness of Changes

Source	SS	df	MS	F
Between Schools (A)	796.463	7	113.780	5.260*
Early vs Late (B)	967.822	1	967.822	44.740*
A x B	201.803	7	28.829	1.333
Error (within groups)	8306.779	384	21.632	
Totals	10272.867	399		

* Significant at the .01 level

TABLE 4.11

Trusts School Environment

Source	SS	df	MS	F
Between Schools (A)	133.818	7	19.117	2.713
Early vs Late (B)	91.541	1	91.541	12.990*
A x B	33.266	7	4.752	.674
Error (within groups)	2706.095	384	7.047	
Totals	2964.720	399		

* Significant at the .01 level

TABLE 4.12

Shares Objects and Affections

Source	SS	df	MS	F
Between Schools (A)	673.067	7	96.152	6.605*
Early vs Late (B)	414.528	1	414.528	28.475*
A x B	45.803	7	6.543	.449
Error (within groups)	5590.170	384	14.558	
Totals	6723.568	399		

* Significant at the .01 level .

TABLE 4.13

Controls Emotions

Source	SS	df	MS	F
Between Schools (A)	1274.322	7	182.046	5.039*
Early vs Late (B)	987.236	1	987.236	27.325*
A x B	194.231	7	27.747	.768
Error (within groups)	13873.783	384	36.130	
Totals	16329.572	399		

* Significant at the .01 level

TABLE 4.14

Adapts to Changes

Source	SS	df	MS	F
Between Schools (A)	1191.828	7	170.261	11.564*
Early vs Late (B)	108.705	1	108.705	7.383*
A x B	107.339	7	15.334	1.041
Error (within groups)	5653.891	384	14.724	
Totals	7061.763	399		

* Significant at the .01 level

TABLE 4.15

Takes Care of Personal Needs

Source	SS	df	MS	F
Between Schools (A)	2430.416	7	347.202	33.612*
Early vs Late (B)	284.792	1	284.792	27.570*
A x B	47.207	7	6.744	.653
Error (within groups)	3966.583	384	10.330	
Totals	6728.998	399		

* Significant at the .01 level

12. SCHOOL SOCIAL WORKERS AND COMMUNITY CASE AIDES PROGRAM

12. SCHOOL SOCIAL WORKERS AND COMMUNITY CASE AIDES PROGRAM

History of the Program

The School Social Work Program had its origin in the first Pennsylvania school attendance laws passed in 1895. In March 1912, the school district of the City of Pittsburgh organized a Department of Compulsory Attendance to enforce these laws. The department's attendance officers, in accordance with the state mandate, were to see that all children between the ages of six and 17 attended a full school term each year.

It soon became increasingly apparent that truancy was the result of multiple home and school factors and that the schools must provide some type of service which would help children deal more effectively with these problems. In 1929, the Pennsylvania State School Code was amended to provide for the employment and certification of school social workers, referred to as home and school visitors. On October 1, 1930, the first home and school visitor was appointed by the Pittsburgh Board of Public Education.

The school social workers form one of the subdivisions of the Office of School Services. The workers are grouped, for administrative purposes, into five district offices, each under a district supervisor. These workers and their supervisors are responsible to the Associate Director of School Social Work Services. Each worker is assigned to one or more public elementary or secondary schools. Some are assigned to schools in the parochial system. In this way, all public and all parochial schools desiring it have the service of a school social worker.

In order to provide specific guidelines for school social workers, the Division of Pupil Services developed a handbook which details their duties and responsibilities. According to the latest revision of the guidelines, children may be referred to the worker because of absence, illness, tardiness, or any behavior indicative of emotional or physical problems. When workers are not able to resolve or modify a problem after extensive work and/or the situation requires resources beyond those of the school, the worker refers the case to the appropriate specialist outside the school system.

Because the responsibilities of school social workers have expanded and multiplied, the need was felt for some kind of paraprofessional help. In April 1965, when Economic Opportunity Act funds became available, community case aides were employed. These aides were to free the social worker for concentration on serious adjustment problems by taking over many routine duties such as examining daily absence sheets and visiting the families of newly enrolled children. At the present time 45 social workers share the services of 16 aides.

Description of the Program

A meeting to further define the School Social Workers and

Community Case Aides Program was held at the Administration Building on February 22, 1967, with the entire professional and paraprofessional program staff attending. The meeting was opened by representatives from the Office of Research who explained the purpose and the procedures of the meeting. Administrators, social workers, and aides then dispersed into eight discussion groups of 10 or 11 members. To insure a representative cross-section of staff in each group, it was arranged that each would contain at least one member of the supervisory staff, six or seven school social workers, and two case aides. In terms of background and experience, each section was "standardized" to contain two workers with Master of Social Work degrees and one with less than two years of experience in the service. Discussion in the groups centered around a list of questions devised by the Office of Research (see Appendix A). The results of this meeting were used to formulate the program definition which is presented in the next section of this report.

School Social Workers and Community Case Aides Program Definition

GENERAL

I. Overall Statement of Objectives and Rationale for the Program

The purpose of the School Social Workers and Community Case Aides Program is to provide help for those children having difficulty making positive use of school programs. By providing specialized help through a casework approach, the staff works toward the prevention, detection, and treatment of those attendance and adjustment problems which interfere with the individual child's social, psychological, and educational progress while in the school environment.

II. Scope

A. Number of Pupils and Schools Involved

The program operates in all Pittsburgh public and parochial schools, but this definition pertains only to the public school program.

B. The Grades or Ages of Participants

Students in grades K-12 are eligible for the program.

C. General Description of Staff

As of September 1, 1966, the following categories and numbers of personnel comprised the program staff:

1. School Social Workers (45)
2. Community Case Aides (16)
3. District Office Supervisors (5)

OUTCOMES

I. Major Objectives--changes expected to occur in program participants as a result of the program. There are two types of major objectives.

   A. Terminal Objectives--behaviors exhibited by participants at the end of the program which demonstrate successful completion of the program

   The following are the terminal objectives of the School Social Workers and Community Case Aides Program:

   1. Improvement of the individual child's adjustment to the school environment

   2. Alleviation or resolution of problems resulting from inadequate social or psychological adjustment, such as:

      a. Excessive daydreaming
      b. Indifference
      c. Hostility toward teachers and fellow students

   3. Improvement of school attendance habits

   4. Reduction of tardiness

   5. Improvement of the child's physical health

   B. Ultimate Objectives--the long range goals of the program. These are objectives to which the program hopefully contributes, but for which it does not have sole responsibility.

   Following are the long range goals of the School Social Workers and Community Case Aides Program:

   1. A realization on the part of the child of the importance of education

   2. Optimal participation in school-related projects and activities

   3. Continued regular school attendance

   4. Continued minimal tardiness

II. Enabling Objectives--the skills, attitudes, and information which students must acquire during the program to insure the accomplishment of major objectives

III. Other Benefits--benefits expected to accrue to other than program participants as a result of the program.

A. The Board and State are provided with city-wide data on children with the types of problems mentioned under terminal objectives.

B. Community legal and welfare agencies receive current education-related information on members of families with whom they are working.

C. The total educational program of the Pittsburgh Public Schools is aided by the enlistment of community support for the program.

ANTECEDENTS

I. Participants

A. Selection Characteristics--the criteria that are used to determine who shall participate in the program

All students in the Pittsburgh Public Schools are eligible for the School Social Workers and Community Case Aides Program. Students may be identified for treatment by a wide variety of concerned persons, both within and outside the formal school structure.

B. Entering Behaviors--characteristics of participants (other than selection characteristics) which are related to performance in the program

Most of the students taking advantage of the School Social Workers and Community Case Aides Program display one or more of the following types of problems:

1. Health problems such as a hearing difficulty
2. Family-related problems such as parental neglect

3. Poor school attendance

4. Excessive tardiness

5. Any number of socio-psychological adjustment problems which interfere with educational achievement: for example, shyness, withdrawal, indifference, hostility, aggressiveness

II. Staff--qualifications with respect to specific positions

Staff Member	Professional Qualifications	Personal Qualifications
School Social Workers	1. Certification according to state regulations 2. A graduate degree in social work is preferred although previous experience in social work or teaching may suffice	1. Emotional maturity 2. Empathy 3. Ability to understand children and their problems
Community Case Aides	1. High school diploma, and preferably some college experience 2. Some clerical proficiency 3. Previous or current involvement in community service work	Same as for school social workers
District Office Supervisor	1. A background similar to the school social workers' 2. In addition, some experience	

III. Support

A. Administrative Support--administrative personnel who cooperate in carrying out the program

1. The program is immediately supervised by the Associate Director of School Social Work Services, whose office is located in the Administration Building. Working with her superiors, the Director of Pupil Services and the Associate Superintendent of School Services, and her administrative supervisors in the five school attendance offices (the District Office Supervisors), the Associate Director plans and helps provide in-service training for the staff. She holds regular meetings and conferences with the District Office Supervisors, social workers, and aides to discuss various administrative decisions, clarifications of school policy, and case problems. Working on an administrative level with the various specialized school and community services, she is also responsible for organizing and compiling all statistical data and records pertaining to the cases handled by the program staff.

2. Principals and vice-principals of participating schools adapt the program to the local school setting and coordinate school activities in each particular situation. They also screen referrals and confer with workers and aides on possible plans.

B. Human Resources--non-administrative and non-staff personnel whose contributions and cooperation are necessary to the operation of the program

1. Teachers refer pupils with attendance and adjustment problems to the program staff. They work with the staff to help implement and follow up the programs designed for individual students.

2. Physicians, psychologists, psychiatrists, and nurses give examinations in their areas of competence in order to contribute to the diagnosis of the children's problems.

3. Counselors make referrals and are responsible for problems pertaining to educational attainment and vocational interests.

C. Media--the materials, supplies, and equipment required for program activities

It is important that the program staff keep ongoing records of the process and copies of all relevant data transmitted to other departments and agencies.

Other types of media used are determined by the nature of the program devised for the individual student. Thus, play activities will involve the use of toys, and diagnostic services the use of projective testing materials.

D. Facilities

To carry out their functions as school social workers and community case aides, staff members are provided with working space in the local schools. They use the following on a private or shared basis:

1. Office space for interviewing children and parents and meeting with school staff
2. Office equipment including a desk, chairs, and a telephone, which is used extensively to contact parents, persons in other school pupil services, and the local community legal and welfare agencies

During each week the workers and aides spend some time in one of the five district offices to which they are assigned. There, when available, the above facilities are duplicated or shared. In addition, extensive confidential case files are kept at these central offices.

Time Constraints

While the program functions throughout the school year, there is no specific way to determine the duration of treatment since this varies according to the student's problem and needs.

PROCESS

I. Participant Activities--the day-to-day program activities that will ultimately lead to the achievement of objectives

The activities specified for the child are primarily dependent upon the nature of the problem which caused his referral. The treatment program which is designed for him may include any of the following:

A. A discussion session in which the child can air his feelings about his problem
B. Individual counseling
C. Play activities
D. Participation in special classes
E. Referral to various school and community agencies and programs designed for dealing with children with relatively serious physical, social, or emotional problems

II. Staff Functions and Activities

A. Staff Functions and Duties with Respect to Specific Position

Staff Members	Functions	Duties
School Social Worker	1. Effects casework treatment	a. Establishes relationship with students through meetings on a continuous basis b. Using school records and personnel interviews, compiles necessary data for case diagnosis and treatment c. Follows the progress of each case with regard to changes in home conditions, classroom behavior, and attendance d. Maintains case records

Staff Members	Functions	Duties
School Social Worker (contd.)		e. Consults with other staff members on difficult cases
	2. Acts as a liaison between the school and the home	Discusses cases with parents or guardians through home visits
	3. Acts as a referral agent for students who can best be helped by other professional personnel	a. Establishes and maintains contact with referral persons and agencies within the community b. Follows up referral cases by sending and receiving information on student progress
	4. Helps to educate the teaching staff as to the principles and techniques of school social work	Uses contacts with teachers to discuss student problems
	5. Enforces state school-attendance laws	Determines the legality of school absences by contacting students and parents
	6. Supervises community case aides	a. Delegates specific tasks to aides b. Works closely with aides

Staff Member	Functions	Duties
Community Case Aide	1. Confers with social workers to receive guidance and instruction	
	2. Frees the social workers of routine duties so that more time can be devoted to case work	a. Performs clerical duties such as checking absence sheets and record cards b. Contacts resourse agencies and organizations in the community on behalf of students c. Interviews students and parents
District Office Supervisor	1. Functions as administrative director of social service staff in the five district offices of the Pittsburgh Public Schools	a. Holds weekly conferences with social workers and aides to review and discuss case problems b. Helps provide educational training for the staff c. Helps schedule staff school assignments d. Coordinates caseloads and disposition of cases e. Evaluates staff performance
	2. Acts as administrative contact with other school services and community agencies	Attends meetings and conferences with school service personnel and agency staff

Staff Member	Functions	Duties
District Office Supervisor (contd.)	3. Maintains office records	Compiles the case records of each office for the central offices of the Board and state

B. Intra-staff Communication and Coordination

The following intra-staff communications are important to the School Social Workers and Community Case Aides Program:

1. In-service training programs planned for the staff by the Associate Director and the Coordinator
2. Staff meetings held by the District Supervisors with the the members of their respective office staffs
3. Private consultations between supervisors and workers having particularly difficult cases

C. Communication Between Program Staff and Others

1. There is continual contact between program staff members and administrators, teachers, and other pupil services personnel:
    a. Principals, teachers, and guidance counselors make initial referrals to the staff and confer with them on case diagnosis and treatment.
    b. Staff members keep administrators and teachers informed as to the progress and disposition of student cases.
2. When further referral is made to special school or community agency personnel, there is an exchange of social, psychological, educational, and progress data between these people and the staff members.

APPENDIX A

14-15

Appendix A

GROUP INTERVIEW SCHEDULE
SCHOOL SOCIAL WORKERS
AND COMMUNITY CASE AIDES PROGRAM

1. What are the major objectives of this program in terms of student behavior? (What does the program expect to accomplish for students? What should students be able to do as a result of participation in the program?)

2. By whom and by what criteria are students identified for treatment in the program? Do participating students become ineligible for the program after meeting certain performance standards or after a specified period of time?

3. What are the assumptions, if any, regarding the entering skills, knowledge, and attitudes of the students enrolled in the program? (Are students assumed to have certain entering behaviors and/or levels of competency which are prerequisite to success in or benefit from the program?)

4. What staff and/or auxiliary personnel are required to carry out the program? What are the functions of these staff and auxiliary personnel? (How do they promote the objectives of the program?)

5. What are the qualifications of each group for fulfilling these functions? (What levels of competency are required or assumed?)

6. What are the specific behaviors expected of each group of staff and auxiliary personnel? (What specific tasks relevant to the program are to be performed by each group and how are these to be performed?)

7. What materials, equipment, and supplies (books, tapes, films, television sets, paint supplies, etc.) are required to carry out the program and how will these contribute to its objectives?

8. What activities are specified for students in the program? Is there a necessary sequence for these? How will student activities contribute to the objectives of the program? (How will they affect the student in order to elicit specific behaviors--by structuring perception, developing skills, fostering attitudes, etc.?)

9. Is there a specific way of determining the duration of treatment (one class period per day for a school year, entire school day for one or more years, etc.) for the individual student?

10. How and to what extent do program staff members at various levels of authority communicate in regard to the purposes, methods, and operations of the program?

11. What support from administrators and/or auxiliary personnel is necessary to operate the program? (What facilities or services are needed?) What steps are taken to insure this support?

13. SECONDARY COUNSELORS PROGRAM

13. SECONDARY COUNSELORS PROGRAM

History of the Program

The Pittsburgh Public Schools, among the first in the nation to use guidance counselors, began appointing them as early as the 1920's. Two major reasons for appointing counselors at the secondary level were the increased number of secondary students and the growing complexities of a specialized society. High school enrollment, as a percentage of the total population, was five times greater in 1950 than in 1910. The wider range of abilities, interests, and aspirations of these young people was matched only by the increasingly diverse demands of society in such fields as, for example, medicine and psychology. The necessity for reorganizing the educational system became obvious, and schools began providing new services. These services, designed to gather more specific information about the students and to acquaint them with opportunities available, were headed by specialists in fields such as testing, child growth and development, educational planning, vocations, and counseling techniques.

In 1954, the Pittsburgh Board of Public Education, after a thorough study of discipline as it relates to delinquency, recommended that the then-existing guidance services be expanded so that one counselor could be provided for every 500 students in the secondary schools. Gradually more counseling positions were created, and in 1958 the passage of the

National Defense Education Act made it possible to add the greatest number of new positions in a single year. At about the same time, state funds for expanding guidance services also became available. In 1966 ESEA money made it possible to add 10 more secondary counselors, bringing the counselor-student ratio closer to the figure recommended in 1954.

Description of the Program

A definition meeting for the Secondary Counselors Program was held on April 10, 1967 in the Administration Building. Thirty of the 72 secondary counselors were chosen to attend by the Associate Director of Guidance and Counseling. They represented both academically and vocationally oriented high schools and all grades, seven through 12. Also present at the meeting were the Director of Pupil Services, the Associate Director of Guidance and Counseling, and the principals of four high schools. Since secondary counselors work closely with the school social worker, one social worker from each of the five districts was also invited. The agenda for the discussion, included in this report as Appendix A, was mailed to the participants in advance of the meeting. The recorded proceedings of the four discussion groups formed the basis for the program definition which is presented in the following pages.

Secondary Counselors Program Definition

GENERAL

I. Overall Statement of Objectives and Rationale for the Program

The counselor is seen as a link between the teacher and the student and a liaison between the school and the community in terms of helping the student, the teacher, other school personnel, and parents make the most effective use of the educational facilities available to them.

II. Scope

A. Number of Pupils and Schools Involved

There are 38, 900 students involved in the program in 54 schools.

B. Grades or Ages of Participants

Secondary Counselors work with the following groups:

1. Seventh- and eighth-grade students in elementary school settings of the K to 8 type
2. Junior high school students
3. Senior high school students

C. General Description of Staff

1. Director of Pupil Services (1)
2. Associate Director of Guidance and Counseling (1)
3. Associate Director of Vocational Placement* (1)
4. Supervisor (part-time) (1)
5. Counselors (72)

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*This staff position was added to the definition at the request of the Associate Superintendent of School Services. However, it is discussed more thoroughly in the evaluation of the Employment Supervisors Program.

OUTCOMES

I. Major Objectives--changes expected to occur in program participants as a result of the program. There are two types of major objectives.

   A. Terminal Objectives--behaviors exhibited by participants at the end of the program which demonstrate successful completion of the program

      After participation in the Secondary Counselors Program, the student should demonstrate the following:

      1. Increased ability to work to capacity
      2. Awareness of his own vocational potential and opportunities
      3. Knowledge of educational opportunities beyond the high school level

   B. Ultimate Objectives--the long-range goals of the program. These are objectives to which the program hopefully contributes, but for which it does not have sole responsibility.

      It is hoped that the Secondary Counselors Program will contribute to the following student goals:

      1. Maximum educational and personal attainment
      2. Fulfillment of vocational potential and a good adjustment to a working environment

II. Enabling Objectives--the skills, attitudes, and information which students must acquire during the program to ensure the accomplishment of the major objectives

   In order to realize the major objectives of the Secondary Counselors Program, the student's home and school adjustment must be improved.

III. Other Benefits--benefits expected to accrue to other than program participants as a result of the program

   A. Teachers will gain greater insight into their students' potentials and problems.
   B. The school will be able to more effectively utilize the community resources available to its students.

IV. Criteria for Successful Completion of or Removal from the Program

Termination of the program occurs with a student's graduation from high school. Removal from the program is automatic if a student leaves school before graduation.*

ANTECEDENTS

I. Participants

A. Selection Characteristics--the criteria that are used to determine who shall participate in the program

Each student in grades 7 through 12 in the Pittsburgh Public Schools participates in the program.

B. Entering Behaviors--characteristics of participants (other than selection characteristics) which are related to performance in the program

For special program counseling, the types of students handled and their entering characteristics are indicated below:

1. Special A's
   - a. Have low reading ability
   - b. Are discouraged about school work
   - c. May be average intelligence but are underachieving
2. College Group
   - a. May be from higher socioeconomic background
   - b. Are highly motivated at home
   - c. Are successful in academic work
   - d. Have internalized goals
   - e. Are high achievers
   - f. Are relatively mature
3. OVT Group
   - a. Have abilities ranging from low average to high average
   - b. Are not interested in academic subjects
   - c. Are interested in and have aptitude for technical or applied subjects
   - d. Are supported by home environments in their technical interests

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*Subsequent to leaving school, many students avail themselves of the services of the Office of Vocational Placement.

II. Staff--qualifications with respect to specific positions

Staff Member	Professional Qualifications	Personal Qualifications
Director of Pupil Services		
Associate Director of Guidance and Counseling		
Supervisor		
Counselor	1. State certification, which in Pennsylvania includes at least an M. A. degree 2. Three years of experience in the school system 3. Five years of successful teaching*	1. Understanding 2. An interest in students 3. A warm personality 4. The ability to listen 5. The ability to work on a team 6. A sense of humor 7. Tact 8. The ability to handle confidential material 9. Meticulousness 10. Adaptability 11. Courage 12. Commitment 13. Good judgment 14. Maturity 15. Insight 16. Creativity 17. Imagination 18. Flexibility 19. Empathy

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*There was some disagreement as to whether the previous experience had to be in the area of teaching.

III. Support

A. Administrative Support--administrative personnel who cooperate in carrying out the program

Principals in the individual schools provide support for the Secondary Counselors Program by doing the following things:

1. Setting policy

2. Providing facilities

3. Dealing with the operation and execution of the program

B. Human Resources--non-administrative and non-staff personnel whose contributions and cooperation are necessary to the operation of the program

1. Testing Agencies

   a. ACT--American College Testing Program
   b. CEEB--College Entrance Examination Board
   c. National Merit Testing Program

2. Community Agencies

   a. Bureau of Vocational Rehabilitation
   b. Community Action Agencies
      1. Recreational
      2. Tutorial
   c. Juvenile Court
   d. State Employment Bureau
   e. United Fund Organization
   f. Youth Opportunity Center
   g. Youth Squad

3. School Personnel

   a. Classroom teachers
   b. Community agent
   c. Consultant psychiatrist
   d. Instructional leaders and department heads
   e. Itinerant teachers
      1. Hearing specialists
      2. Reading specialists
      3. Speech pathologists

        f. Psychologist
        g. Resource room teacher
        h. School doctor
        i. School nurse
        j. School office secretary
        k. School social worker
        l. Team leaders

    4. Board Personnel

        a. Associate Director of Vocational Placement
        b. Mental health team

C. Media--the materials, supplies, and equipment required for program activities

    1. A stopwatch

    2. The following kinds of forms:

        a. Class standing
        b. Cumulative records
        c. Dropouts
        d. Employers' information for students
        e. Follow-up studies
        f. Permanent record cards
        g. Profile cards
        h. Testing materials
        i. Transcripts
        j. Work permits

    3. The following materials needed to carry out the vocational guidance part of the program:

        a. Audio-visual aids, especially films and film strips
        b. Overhead projector
        c. Up-to-date books on vocations

    4. A tape recorder

    5. The following specific professional books for counselors and reference books for students:

        a. Career Opportunities (New York Life)
        b. The College Handbook
        c. Colleges and Universities in Pennsylvania
        d. Comparative Guide to American Colleges
        e. Lovejoy's College Guide

f. Manual of Freshman Profiles
g. Occupational Outlook Handbook and Quarterly

D. Facilities

The following facilities are necessary to the Secondary Counselors Program:

1. Office space for private interviewing

2. Private telephones

IV. Time Constraints

The counselors' services are available to students throughout the school year. Some contacts with students are regularly scheduled (orientation, vocational guidance, testing), but others are dependent on individual student needs and aptitudes.

PROCESS

I. Participant Activities--the day-to-day program activities that will ultimately lead to the achievement of objectives

Each student in grades seven through twelve meets with his counselor at least once a year for individual educational-vocational counseling. These contacts may be increased, depending upon the programs in the school and the needs, interests, and aptitudes of the individual students.

In addition, the following special activities are designated:

1. Students and parents participate in orientation activities.

2. Students participate in the testing program.

3. Students, parents, and teachers are made aware of the results of the testing program with regard to the student's potential and his particular problems.

4. Students learn about enrichment programs, such as tutorial services, which are available to them.

5. Students, teachers, and parents learn about programs, such as the Exploratory OVT programs, which are geared to the child's particular line of interest.

II. Staff Functions and Activities

A. Staff Functions and Duties with Respect to Specific Positions

Staff Members	Functions	Duties
Director of Pupil Services		
Associate Director of Guidance and Counseling		
Supervisor		
Counselor	1. Counsels and guides students individually and in groups	a. Maintains a testing program b. Establishes an orientation program c. Provides information on occupations, job trends, training opportunities, and scholarships d. Makes class changes
	2. Provides information to the principal for use in scheduling	

Staff Members	Functions	Duties
Counselor (contd.)	3. Acts as liaison between community agencies and the schools	

B. Intra-staff Communication and Coordination

1. A monthly staff meeting of the counselors

2. Bulletins and special materials from the Director of Pupil Services

3. Telephone communications as needed

C. Communication Between Program Staff and Others

1. Participation in regular teachers' meetings

2. Meetings with parents and local civic groups including community action organizations

3. Bulletins from the principal

4. Informal contacts between teachers and program staff

5. Meetings with administrative staff

APPENDIX A

12-13

Appendix A

GROUP INTERVIEW SCHEDULE
SECONDARY COUNSELORS PROGRAM

1. What are the major objectives of the Secondary Counselors Program? (How does a child benefit from receiving these services?)

2. What is the basis for selection of students to receive these services? Who selects the students who participate in the program?

3. What are the backgrounds, attitudes, knowledge, and skills of the students receiving these services?

4. What kinds of student activities are necessary to secure the objectives of the program? How will these activities contribute to the objectives?

5. What is the duration of service for the individual student? What are the criteria used to judge a student's readiness for release from the services?

6. What staff is required to carry out the services of the program? What are the functions of each group of staff? What specific behaviors are expected of each? What qualifications of a professional and personal nature are required of each level of staff?

7. What are the materials, equipment, and supplies necessary to carry out the services of the program? How do these materials contribute to the program's objectives?

8. How do you keep each other informed about purposes, methods, needs, and problems?

9. What administrative support is necessary to operate the program? What steps, if any, are taken to insure this cooperation?

14. SOCIAL DEVELOPMENT PROGRAM

14. SOCIAL DEVELOPMENT PROGRAM

Introduction

History of the Program

The Social Development Program for socially maladjusted children from economically disadvantaged areas was initiated in the Pittsburgh Public Schools in September 1966. Lower-class children traditionally lack self-confidence in an academic climate and a positive self-image that enables them to relate to their peers. Because self-concepts are vital to a student's social adjustment in school, the Social Development Program was designed as an "experiment" in improving these self-concepts through group dynamics.

The prospective staff began work with pilot groups in a preservice training session which was held in July 1966. During the summer school session at the University of Pittsburgh, the staff attended seminars on social group work, social case work, and socio-cultural factors influencing behaviors under the direction of two professors from the School of Social Work. At the same time they worked with groups of students selected from the summer school program because they were similar to the students the staff would work with in September. At the end of the sessions, the students' teachers in summer school said that they noticed a positive change in the student's behavior and, in some cases, an improvement in appearance--both good promise for the September program.

In August the staff attended a seminar under the direction of the program's coordinator. In September students were referred to the program, and group leaders began discussing their plans with teachers and principals at the schools involved.

Some changes have occurred in the program since the initial plans were drawn. A comparison of the 1966 evaluation report[1], prepared during the summer before the program was implemented, with the more current program description reported below provides evidence of the following program changes:

1. Initially, discussion groups were to meet weekly for one and one-half hours throughout the school year. The groups actually met twice a week for a minimum of 40 minutes.
2. Initially, four hundred sixth-grade students were expected to participate in the program; however, 224 students representing both the sixth and seventh grades actually participated.
3. Initially, the program was to be in operation in 25 schools, but only 15 participated.
4. There were seven group leaders on the staff as opposed to the 10 initially specified.

Description of the Program

The preceding comparisons showing program change are based on the 1966 evaluation report in conjunction with the current formal program definition. This definition was synthesized from answers of program staff to questions posed by the Office of Research (see Appendix A) during meetings held at the Social Development Program Office at Herron Hill Junior High School on January 30 and February 3, 1967. Ten people representing the program staff, the program administrators, and the Office of Research met together in one group and used the circular response method of discussion. The product of this meeting was the formal definition of the program compiled by the Office of Research and mailed to members of the program staff on April 24, 1967. This definition is reproduced in the following pages to offer a detailed description of the program.

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[1] Evaluation Reports, 1966: OVT Curriculum and Guidance, Employment Supervisors, Social Development, Board of Public Education (Pittsburgh, 1966) pp. 24-1--24-3.

Social Development Program Definition

GENERAL

I. Overall Statement of Objectives and Rationale

The socially maladjusted student poses problems to the efficient execution of the educational institution's primary mission--education. The Social Development Program is a social-personal program designed to aid socially-maladjusted students, utilizing group dynamics to influence their self-concepts. The program originated as an attempt to better enable students (particularly disadvantaged Negro students) to adjust socially and academically to their environment--emphasizing social adjustments in their school and peer group interactions.

II. Scope

A. Number of Pupils and Schools Involved

The Social Development Program included 224 students from 15 public schools: Baxter, Belmar, Columbus, Conroy Junior, Conroy Elementary, Cowley, Crescent, Herron Hill, Homewood, Madison, Manchester, McKelvy, Weil, Westinghouse, and Vann.

B. Grades or Ages of Participants

Students referred and accepted into the Social Development Program are from the sixth and seventh grades, with an age range from 12 to 15.

C. General Description of Staff

The staff is composed of seven group leaders from the fields of social work, sociology, education, or psychology.

OUTCOMES

I. Major Objectives--the changes that are expected to take place in program participants as a result of their experiences in the program. There are two types of major objectives.

   A. Terminal Objectives--those behaviors which it is expected that participants will exhibit at the end of the program

      1. A positive adjustment (relation) with peer group, adults, and the school

      2. Cooperative behavior with others

      3. Respect for the authority figure of the teacher

      4. A thoughtful, rather than emotional, approach to problems

      5. Increased social skills

      6. A propensity for verbal, as opposed to other, less acceptable forms of expression

      7. Positive social behavior--general moderation and conformity

         a. In dress--miniskirts only three inches above the knees instead of six

         b. Less fighting in the school environment

         c. Less hostility when corrected for misdemeanors

      8. A change in attendance patterns toward the lessening of absences

   B. Ultimate Objectives--those behaviors brought about by the program which will affect the student's general school performance and his life outside the school

      1. The capacity to live with himself--in the school, home and community

      2. Positive attitudes about life and its demands

      3. Motivation for a more constructive adulthood

4. Motivation to learn and achieve according to his ability

II. Enabling Objectives--the skills, attitudes, and information which students must acquire during the program to insure the accomplishment of the major objectives

   A. The amelioration of negative social and environmental influences which impede the students' school adjustment and interfere with the fulfillment of potential

   B. More positive self-images, including self-respect, self-acceptance, and **self-control**

   C. Trusting and believing other people

   D. Accepting others

   E. Increased knowledge about socially sanctioned behavior

   F. Development of socially accepted values

ANTECEDENTS

I. Students

   A. Selection Criteria--students from the sixth and/or seventh grades are referred to the program by faculty, principals, or the sixth grade teaching staff if they exhibit one or more of the following characteristics:

      1. Do not get along with peer group
      2. Are withdrawn
      3. Are aggressive
      4. Seek attention
      5. Avoid responsibility
      6. Are defiant
      7. Use excuses, alibis

8. Become easily discouraged
9. Fight
10. Show disrespect for the property of others
11. Show no self-control in annoying situations
12. Are timid
13. Lack self-confidence
14. Are inattentive
15. Are apathetic about learning
16. Do not complete assignments
17. Underachieve
18. Have an untidy appearance
19. Practice poor personal hygiene
20. Are developed physically, but not socially or emotionally

Selection is further defined in terms of criteria for the composition of individual social development groups:

1. Children in groups should have similar levels of intellectual ability.
2. Children in groups should be at the same developmental task level.
3. Groups should be racially balanced.
4. Separate groups should be maintained for boys and girls.

The program strives to screen out the following students:

1. Those who cannot intellectually profit from experience
2. Those who exhibit disturbed and/or bizarre behavior which may intimidate other members of the group

B. Entering Behaviors--In addition to the behaviors and physical characteristics used in selection, students eligible for social development groups may display the following behaviors that must be overcome if the program is to be a success:

1. They may be resistant to offered help and concern.

2. They may not see a need to change.

3. They may have short range rather than long range goals.

II. Staff--qualifications with respect to specific positions

Staff Member	Education	Experience	Other Characteristics
Social Group Workers (6)	Academic preparation in social work, sociology, psychology, or education	Social work, working with children and youth groups	Warmth, affection, love of children, desire to help and improve, high motivation, enthusiasm, ability to work effectively with students and other adults, objectivity, desire and ability to develop professionally, awareness of the school system structure, understanding of the objectives of the public school setting
Coordinator	Same as for Social Group Workers	Same as for Social Group Workers In addition, supervisory and administrative	Same as for Social Group Workers In addition, supervisory and administrative ability

III. Support

A. Administrative support
Direction and support from the Director of Pupil Services in the Office of Compensatory Education. It is essential to program success that the administration provide office space, supplies, and telephones. The support of principals is also necessary. The program receives funds through the Office of Economic Opportunity. Its support, as well as that of neighborhood educational committees, is necessary.

B. Human Resources
The cooperation and support of parents, teachers, and the schools is essential to program success.

C. Media--the materials, supplies, and equipment required for the activities of program participants, as well as certain resource materials needed by the group leaders

1. Office materials
2. Professional books (on adolescence, groups, group dynamics, group work)
3. Tape recorders
4. Record players
5. Cameras (moving and still)
6. Art supplies (paints, craft materials, creative materials)
7. Good grooming aids to help children learn good grooming habits (for example, shoe shine kits)
8. Magazines, books, and pamphlets about growing-up
9. Films about growing up, teenage problems, making friends, popularity
10. Tangible small gifts for children
11. Refreshments

These media come from a variety of sources:

1. Social Development Program Central Office
2. Schools
3. Social workers' own homes and ingenuity
4. Library in Social Development Office and local libraries
5. Community
   Audio-visual material, for example, can be obtained from the Board of Education center on the south side.

D. Facilities
Comfortable, permanent settings are required for group meetings.

IV. Time Constraints
The program takes place during the school year, September to June, and continues from year to year. There are a minimum of two 40 minute class periods per week. Since the program is available to sixth- and seventh-grade students, a student may participate for one or two years. The duration of treatment varies and is dependent on the student.

PROCESS

I. Student Activities

A. Extensive group discussion--main activity

B. Impromptu dramatics, role playing, skits, pantomine

C. Dancing, singing, poetry-writing

D. Group games

E. Field trips during the school day

F. Parties and lunches together

There is no set sequence for these activities. Group leaders determine activities on the basis of when the group "is ready" for them. The sequence is sometimes determined by how the previous group meeting ended. At the first group meetings, games are often utilized to help the students get to know each other and to break down barriers of shyness. When the students become more competitive, competition is kept at a minimal level through the use of individual craft projects and motor activities.

Activities in which the students participate support the objectives of the program by accomplishing the following things:

1. Developing the students' desire to belong and their interest in the group
2. Allowing students to plan their own activities, giving them a responsibility they have not often had before
3. Developing the capacity to share through group interaction and specific projects
4. Encouraging development of self-control
5. Decreasing nonconforming behavior through individual attention and acceptance
6. Helping students find expression through motor activity which releases anxiety and hostility
7. Helping students see that they are not alone, that they are not different, thereby giving them a feeling of security and enhancing their self-image
8. Encouraging withdrawn students to express themselves and act out behavior
9. Helping students derive acceptance and status through satisfying experiences
10. Showing students that their peers may have different ways of seeing a situation or of handling a problem
11. Helping students to accept criticism, be less defensive, and become less judgmental
12. Encouraging students to like school and form more positive attitudes toward education

13. Helping students to feel more comfortable in their roles as adolescents and to face the problems of growing up more constructively

II. Staff Activities

A. Personnel functions and duties with respect to specific positions

Staff	Function	Specific Duties
Social Group Workers (6)	1. Works with student groups	a. Establishes goals for each group meeting b. Sets up controls and establishes limits on behavior for group interaction c. Guides discussion and activities d. Sets self up as a role model for the group e. Establishes fairness and trust within the group f. Encourages the group to discuss the positive and negative behaviors of individual members
	2. Recruits for social groups	a. Encourages eligible students to join the social development group b. Encourages group members to remain in the social development group
	3. Counsels	Holds interviews with individual group members

Staff	Function	Specific Duties
	4. Makes referrals	Refers group members and/or their families to other school or community agencies as a need becomes apparent
	5. Establishes relationship with the home	Visits homes of individual group members as a need arises to communicate with the family or to know more about the pupil's background
Coordinator	1. Provides supervision and guidance to social group leaders	a. Attends frequent meetings with individual group workers b. Conducts staff meetings for professional development c. Develops procedures and instruments for record keeping
	2. Maintains channel of communication with principals	a. Anticipates difficulties b. Meets with principals
	3. Interacts with community	a. Explores possibility of linking community projects to the program b. Secures consultants c. Meets with community personnel in order to obtain facilities and equipment d. Arranges for students to be acquainted with community resources

B. Intra-group coordination and communication activities--interaction among various program staff members

1. Regular staff meetings of social group workers and the coordinator

2. Social workers write reports of group meetings for the coordinator

3. Biweekly meetings of individual social group workers with the coordinator

4. Regular conferences between the coordinator and the Director of Pupil Services

5. Within each community, informal discussion between the two social group workers

6. Social activities and parties

C. Communication between program staff and others

1. Conferences between the Director, the Coordinator, and the Director of Compensatory Education to insure continued financial support

2. Requests to principals to write to the Superintendent of Schools stressing the need for, and merits of, the program

Stage I Evaluation

Statement of the Problem

The problem of evaluation was to judge the definition of the program by applying criteria used with all Title I programs--that is, by judging the definition with respect to its comprehensiveness, face validity, and compatibility with the program environment.

Method

Interviews to determine the compatibility of the Social Development Program with the total school system were conducted face-to-face with the available group leaders in the program. Three group leaders were interviewed on April 25, 1967 in the Social Development Program Office in Herron Hill Junior High School. The questions used for these interviews, the interview schedule for the Social Development Program, appear in Appendix B.

A Stage I Panel Meeting to judge the comprehensiveness and face validity of the Social Development Program definition was held on April 26, 1967. The panel consisted of the program evaluator, the program director, a research assistant from the Office of Research, the Coordinator of Evaluation, and a consultant from the field of social work. The consultant has been a professor of social work in the Graduate School of Social Work at the University of Pittsburgh since 1955. He is author of two books in addition to numerous articles, pamphlets, and papers and is currently doing research in two areas--group methods in a correctional institution for adolescents and the use of creative dramatics with non-verbal children in a child guidance clinic. Currently he is the consultant to several area clinics and, in the past, has served in this capacity for the Hong Kong government in social work education.

Results

The results of the interviews conducted to determine the program's compatibility with the total school system are summarized on the following pages.

RESPONSES OF INTERVIEWEES

Question 1

Does the Social Development Program appear to be in harmony (or conflict) with other programs currently in operation in the school with regard to the use of the following things:

a. Student Time
b. Staff Time
c. Media
d. Facilities

Summary of Responses

a. The Social Development Program appears to be in harmony with other programs in the use of student time. Basically, all of the social services are devised to support the school curriculum. If a student needs time to become socially developed, it is appropriate that he do this in the regular school setting. There are no ill feelings about taking students from the academic setting when they are not doing well there. Through participation in the Social Development Program students should function better scholastically and behaviorally. The Social Development Program therefore functions as a supportive mechanism in harmony with other programs.

b. The Social Development Program appears to be in harmony with other school programs in the use of staff time.

c. The Social Development Program appears to be in harmony with other programs in the use of media (materials, supplies, and equipment). For the most part, the Social Development Program does not share materials with other programs.

d. There is occasional conflict between the Social Development Program and other programs in the use of facilities. Facilities have been limited because the schools are not designed to handle programs such as this one. Lumber rooms, locker rooms, and janitor's rooms are currently being used. Many of the rooms used are small and crowded or too large, as in the case of the schools using auditoriums. Finally, the school gym is not always available for motor activities.

Question 2

To what extent are other programs affected by the Social Development Program?

Summary of Responses

The Social Development Program appears to have no negative effects on other programs, but serves as an adjunct to them.

Question 3

What do you feel are the real objectives of the total school program?

Summary of Responses

The main objective of the total school program is to prepare students for adulthood and service to the community. Schools are social institutions designed to perpetuate the aims of the society in which they exist. They are designed to give students the tools they need to provide a good life for themselves. Most school programs deal with academic achievement. Because of certain environmental influences on students, these program goals are often thwarted. The Social Development Program helps remove the negative influences of environment. In this way academic and scholastic objectives become more feasible.

Question 4

Does the Social Development Program appear to be in harmony (or conflict) with the school system as a whole?

Summary of Responses

The Social Development Program appears to be in harmony with the school system as a whole. Children are referred to the program because they have individual needs which are not met in the classroom setting. Schools are primarily concerned with enriching students academically and only peripherally concerned with social-psychological problems. The Social Development Program deals with social problems, social enrichment, and improvement of self-image--things which are also necessary for total educational development.

The program helps the student to overcome attitudes which prevented adjustment to the academic setting, and thus makes education a more encompassing, comprehensive, and total experience.

Question 5

a. What school activity (or activities) does the student give up to participate in the Social Development Program?
b. What effect does this have on the Social Development Program?
c. What effect does this have on other programs in the school?
d. Do you think that this reallocation of student time results in a sacrifice to the objectives of the total school program?
e. If so, does this sacrifice to the school objectives have an effect on the Social Development Program?
f. Does this sacrifice have an effect on other programs?

Summary of Responses

5. a. The school activities which students give up are the following: (1) academic classes--spelling, science, math, reading, English, and (2) non-academic classes--physical education, library, music, and chorus.

b. The fact that students give up these activities has no effect on the Social Development Program.

c. The relinquishment of gym class may have a negative effect upon the student who needs motor activities. On the positive side, students come to recognize achievement as a desirable thing. They are therefore likely to perform better when returned to the total school program.

d. The reallocation of student time enhances the objectives of the total school program. Most of the subjects affected are missed only one period a week. Moreover, it can be assumed that the child was referred because he was not functioning properly within the school program.

e. The group leaders felt that the reallocation of student time had a positive effect on their program.

(1) Students who had not found school very rewarding had something to look forward to in school.

(2) Those students lacking regard for the educational system put the time that they might waste in the classroom to a positive developmental end.

(3) Being part of the program gave students a feeling of "being different." There is one curious negative effect of the students being in the program. Because teachers in the schools sometimes feel that taking time out from their classes is a sacrifice, students are afraid that their teachers "won't like them" and that this will adversely affect their grades.

f. The sacrifice in student time has no effect on other school programs not already mentioned above.

Question 6

a. Do you think that the time given up by teachers results in a sacrifice to the objectives of the total program? If so, is this sacrifice justifiable?
b. Do you think that the time nonprogram personnel give up results in in a sacrifice?
c. Are media and facilities available? Where do they come from?
d. Is the Social Development Program affected by the way media and facilities are allocated?
e. Are other programs?

Summary of Responses

6. a. There is no time given up by teachers and, therefore, no sacrifice of teacher time.

b. There was no time given up by nonprogram personnel.

c. Media are available from the Board of Education, the Board warehouse, the Social Development Program office, and the schools. Although facilities are available, their adequacy is questionable.

d. The program is affected by the way facilities and supplies are allocated. If the group leader plans something and materials are not available, this affects the effort.

e. The way facilities and media are allocated does not affect other programs.

Question 7

Are the gains for students anticipated by the Social Development Program outweighing any losses that may occur as a result of their participation? Why or why not?

Summary of Responses

There are no student losses as a result of the Social Development Program. When a student enters the program, it is assumed that he is functioning poorly and underachieving. One aim of the program is to make him aware of this fact. Through the program the student can find that school and life itself are meaningful. Personality and attitudinal changes will spread to the rest of the school and to the family group so that there are broad social gains.

Question 8

a. What is the effect of the Social Development Program on the environment in which it operates?

b. What effect does the environment have on the Social Development Program?

Summary of Responses

a. The aim of the Social Development Program is to change attitudes, values, and social behaviors which interfere with educational processes. To the extent that these negative traits are changed, there is a positive effect on the total school environment. There is a lessening of stress and strain within the environment as students solve their problems.

b. The environment determines what attitudinal changes are necessary for the individual participating in the program. Environment also controls the methods used in the Social Development Program. In an open and innovative atmosphere it is much easier for the group leader to make use of all the tools and techniques at his disposal for bringing about a desired change.

The findings of the panel relative to comprehensiveness and face validity are presented in the following pages in a format which relates them, item by item, to specific parts of the taxonomy and of the program definition.

Page 1

PROJECT SOCIAL DEVELOPMENT

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy OUTCOMES

Specific Dimensions	Program Definition	Judgments
I. Major Objectives--the changes that are expected to take place in program participants as a result of their experience in the program. There are two types of major objectives.		
A. Terminal Objectives--those behaviors which it is expected that participants will exhibit at the end of the program	1. A positive adjustment (relation) with peer group, adults, and the school	This is not stated in terms of specific behaviors.
	2. Cooperative behavior with others	What is cooperative behavior? In what ways will it be demonstrated? Implies more cooperative behavior is desired--was there a baseline at which the students started?
	3. Respect for the authority figure of the teacher	How is respect demonstrated?
	4. A thoughtful, rather than emotional, approach to problems	What is a thoughtful approach?
	5. Increased social skills	What does this mean?
	6. A propensity for verbal, as opposed to other, less acceptable forms of expression	This may be a wrong assumption. Verbal behavior is not always the most socially acceptable form of expression.

PROJECT SOCIAL DEVELOPMENT

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy OUTCOMES

Specific Dimensions	Program Definition	Judgments
A. Terminal Objectives--those behaviors which it is expected that participants will exhibit at the end of the program (contd.)	7. Positive social behavior--general moderation and conformity a. In dress--miniskirts only three inches above the knees instead of six b. Less fighting in the school environment c. Less hostility when corrected for misdemeanors	
	8. A change in attendance patterns toward the lessening of absences	Change to read "decreased absences." General--Terminal objectives are not stated in terms of behavior or improvement. What does society expect of these students? The objectives are not explicit enough and further definition is needed.
B. Ultimate Objectives--those behaviors brought about by the program which will affect the student's general school performance and his life outside the school	1. The capacity to live with himself--in the school, home, and community	What is meant by "capacity"?
	2. Positive attitudes about life and its demands	What is "positive"?
	3. Motivation for a more constructive adulthood	What is meant by "constructive adulthood"?

PROJECT SOCIAL DEVELOPMENT

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy OUTCOMES

Specific Dimensions	Program Definition	Judgments
B. Ultimate Objectives--those behaviors brought about by the program which will affect the student's general school performance and his life outside the school (contd.)	4. Motivation to learn and achieve according to his ability	How can this be observed? General--The ultimate objectives could better be stated in behavioral terms. It will be difficult to assess these objectives because of the time variable inherent in ultimate.
II. Enabling Objectives--the skills, attitudes, and information which students must acquire during the program to insure the accomplishment of the major objectives	A. The amelioration of negative social and environmental influences which impede the students' school adjustment and interfere with the fulfillment of potential B. More positive self-images, including self-respect, self-acceptance, and self-control C. Trusting and believing other people D. Accepting others E. Increased knowledge about socially sanctioned behavior	General--The enabling objectives are not in the order in which it is hoped they will be achieved and the list is far from exhaustive. If terminal objectives are viewed as expectations then what skills must the students learn in order to fulfill these expectations? What values must they accept? Students might not be aware of the expectations of the program. Shouldn't the purpose of the enabling objectives then be to inform the students, give them skills, and change their value

PROJECT SOCIAL DEVELOPMENT

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy OUTCOMES

Specific Dimensions	Program Definition	Judgments
II. Enabling Objectives--the skills, attitudes, and information which students must acquire during the program to insure the accomplishment of the major objectives (contd.)	F. Development of socially accepted values	systems? Shouldn't this whole area of objectives be reorganized in terms of this conceptual scheme, with skills, attitudes, and information put into a sequence?

PROJECT SOCIAL DEVELOPMENT

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy ANTECEDENTS

Specific Dimensions	Program Definition	Judgments
I. Students A. Selection Criteria	Students from the sixth and/or seventh grades are referred to the program by faculty, principals, or the sixth grade teaching staff if they exhibit one or more of the following characteristics: 1. Do not get along with peer group 2. Are withdrawn 3. Are aggressive 4. Seek attention 5. Avoid responsibility 6. Are defiant 7. Use excuses, alibis 8. Become easily discouraged 9. Fight 10. Show disrespect for the property of others 11. Show no self-control in annoying situations 12. Are timid 13. Lack self-confidence 14. Are inattentive 15. Are apathetic about learning 16. Do not complete assignments 17. Underachieve 18. Have an untidy appearance 19. Practice poor personal hygiene 20. Are developed physically, but not socially or emotionally	Selection criteria are not grouped in order of importance. Some of these characteristics might not cause a student to be selected for the program unless accompanied by other characteristics.

PROJECT SOCIAL DEVELOPMENT

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy ANTECEDENTS

Specific Dimensions	Program Definition	Judgments
A. Selection Criteria (contd.)	Selection is further defined in terms of criteria for the composition of individual social development groups:	
	1. Children in groups should have similar levels of intellectual ability.	
	2. Children in groups should be at the same developmental task level.	What is meant by "developmental task level"?
	3. Groups should be racially balanced.	Change to "Groups should prevent imbalances which would militate against participation by the student."
	4. Separate groups should be maintained for boys and girls.	
	The program strives to screen out the following students:	How is this screening done? According to what standards is it done?
	1. Those who cannot intellectually profit from the experience	
	2. Those who exhibit disturbed and/or bizarre behavior which may intimidate other members of the group	

PROJECT SOCIAL DEVELOPMENT

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy ANTECEDENTS

<table>
<tr><th>Specific Dimensions</th><th colspan="3">Program Definition</th><th>Judgments</th></tr>
<tr><td>B. Entering Behaviors</td><td colspan="3">In addition to the behaviors and physical characteristics used in selection, students eligible for social development groups may display the following behaviors that must be overcome if the program is to be a success:
1. They may be resistant to offered help and concern.
2. They may not see a need to change.
3. They may have short-range rather than long-range goals.</td><td>How are the entering behaviors identified and confronted?
The entering behaviors are not stated specifically and objectively.</td></tr>
<tr><td>II. Staff--qualifications with respect to specific positions</td><td colspan="3"></td><td></td></tr>
<tr><td>Staff Member</td><td>Education</td><td>Experience</td><td>Other Characteristics</td><td></td></tr>
<tr><td>Social Group Workers (6) :</td><td>Academic preparation in social work, sociology, psychology, or education</td><td>Social work, working with children and youth groups</td><td>Warmth, affection, love of children, desire to help and improve, high motivation, enthusiasm, ability to work effectively with students and other adults, objectivity, desire and ability to develop</td><td>No information is given on the pre-service summer training course.</td></tr>
</table>

PROJECT SOCIAL DEVELOPMENT

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy ANTECEDENTS

Specific Dimensions	Program Definition			Judgments
Staff Member	Education	Experience	Other Characteristics	
Social Group Workers (6) (contd.)			professionally, awareness of the school system structure, understanding of the objectives of the public school setting	
Coordinator	Same as for Social Group Workers	Same as for Social Group Workers In addition, supervisory and administrative	Same as for Social Group Workers In addition, supervisory and administrative ability	
III. Support A. Administrative support	Direction and support from the Director of Pupil Services in the Office of Compensatory Education. It is essential to program success that the administration provide office space, supplies,aand telephones. The support of principals is also necessary. The program receives funds through the Office of Economic Opportunity. Its support, as well as that of neighborhood educational committees, is necessary.			Direction and support is from Department of School Services rather than the Office of Compensatory Education

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REPORT OF PANEL PROCEEDINGS

Section of Taxonomy ANTECEDENTS

Specific Dimensions	Program Definition	Judgments
B. Human Resources	The cooperation and support of parents, teachers, and the schools is essential to program success.	There is an inconsistency here, in that little is being specifically done in the program to gain such cooperation.
C. Media--the materials, supplies, and equipment required for the activities of program participants, as well as certain resource materials needed by the group leaders	1. Office materials 2. Professional books (on adolescence, groups, group dynamics, group work) 3. Tape recorders 4. Record players 5. Cameras (moving and still) 6. Art supplies (paints, craft materials, creative materials) 7. Good grooming aids to help children learn good grooming habits (for example, shoe shine kits) 8. Magazines, books, and pamphlets about growing up 9. Films about growing up, teenage problems, making friends, popularity 10. Tangible small gifts for children 11. Refreshments	Which media are owned, which are borrowed, and which do they hope to have in the future? Are any sports supplies available from the gym teacher?

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REPORT OF PANEL PROCEEDINGS

Section of Taxonomy ANTECEDENTS

Specific Dimensions	Program Definition	Judgments
C. Media--the materials, supplies, and equipment required for the activities of program participants, as well as certain resource materials needed by the group leaders (contd.)	These media come from a variety of sources: 1. Social Development Program Central Office 2. Schools 3. Social workers' own homes and ingenuity 4. Library in Social Development Office and local libraries 5. Community--Audio-visual material, for example, can be obtained from the Board of Education center on the South Side.	
D. Facilities	Comfortable, permanent settings are required for group meetings.	
IV. Time Constraints	The program takes place during the school year, September to June, and continues from year to year. There are a minimum of two 40 minute class periods per week. Since the program is available to sixth- and seventh-grade students, a student may participate for one or two years. The duration of treatment varies and is dependent on the student.	Are the two 40 minute periodr consecutive?

PROJECT SOCIAL DEVELOPMENT

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy PROCESS

Specific Dimensions	Program Definition	Judgments
I. Student Activities	A. Extensive group discussion--main activity B. Impromptu dramatics, role playing, skits, pantomime C. Dancing, singing, poetry-writing D. Group games E. Field trips during the school day F. Parties and lunches together There is no set sequence for these activities. Group leaders determine activities on the basis of when the group "is ready" for them. The sequence is sometimes determined by how the previous group meeting ended. At the first group meetings, games are often utilized to help the students get to know each other and to break down barriers of shyness. When the students become more competitive, competition is kept at a minimal level through the use of individual craft projects and motor activities Activities in which the students participate support the objectives of the program by accomplishing the following things:	Counseling sessions were omitted. What criteria do the group leaders use to determine the activities of the group?

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REPORT OF PANEL PROCEEDINGS

Section of Taxonomy PROCESS

Specific Dimensions	Program Definition	Judgments
I. Student Activities (contd.)	1. Developing the students' desire to belong and their interest in the group 2. Allowing students to plan their own activities, giving them a responsibility they have not often had before 3. Developing the capacity to share through group interaction and specific projects 4. Encouraging development of self-control 5. Decreasing nonconforming behavior through individual attention and acceptance 6. Helping students find expression through motor activity which releases anxiety and hostility 7. Helping students see that they are not alone, that they are not different, thereby giving them a feeling of security and enhancing their self-image 8. Encouraging withdrawn students to express themselves and act out behavior	

PROJECT SOCIAL DEVELOPMENT

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy PROCESS

Specific Dimensions	Program Definition	Judgments
I. Student Activities (contd.)	9. Helping students derive acceptance and status through satisfying experiences 10. Showing students that their peers may have different ways of seeing a situation or of handling a problem 11. Helping students to accept criticism, be less defensive, and become more judgmental 12. Encouraging students to like school and form more positive attitudes toward education 13. Helping students to feel more comfortable in their roles as adolescents and to face the problems of growing up more constructively	

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REPORT OF PANEL PROCEEDINGS

Section of Taxonomy PROCESS

Specific Dimensions	Program Definition		Judgments
II. Staff Activities A. Personnel functions and duties with respect to specific positions			
Staff	Function	Specific Duties	
Social Group Workers (6)	1. Works with student groups	a. Establishes goals for each group meeting b. Sets up controls and establishes limits on behavior for group interaction c. Guides discussion and activities d. Sets self up as a role model for the group e. Establishes fairness and trust within the group f. Encourages the group to discuss the positive and negative behaviors of individual members	As part of their function do the group leaders communicate with teachers and/or principals?

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REPORT OF PANEL PROCEEDINGS

Section of Taxonomy PROCESS

Specific Dimensions	Program Definition		Judgments
Staff	Function	Specific Duties	
Social Group Workers (6) (contd.)	2. Recruits for social groups	a. Encourages eligible students to join the social development group b. Encourages group members to remain in the social development group	
	3. Conducts individual counseling	Counsels individual group members	
	4. Makes referrals	Refers group members and/or their families to other school or community agencies as a need becomes apparent	
	5. Visits homes	Visits homes of individual group members as a need arises to communicate with the family or to know more about the pupil's background	

PROJECT SOCIAL DEVELOPMENT

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy PROCESS

Specific Dimensions	Program Definition		Judgments
Staff	Function	Specific Duties	
Coordinator	1. Provides supervision and guidance to social group leaders	a. Attends frequent meetings with individual group workers b. Conducts staff meetings for professional development	
	2. Maintains channel of communication with principals	a. Functions as a "trouble-shooter" b. Meets with principals	
	3. Develops procedures and instruments for record keeping		
	4. Interacts with community	a. Explores possibility of linking community projects to the program b. Secures consultants c. Meets with community personnel in order to obtain facilities and equipment d. Arranges for students to be acquainted with community resources	

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy PROCESS

Specific Dimensions	Program Definition	Judgments
B. Intra-group coordination and communication activities--interaction among various program staff members	1. Regular staff meetings of social group workers and the coordinator 2. Social workers write reports of group meetings for the coordinator 3. Biweekly meetings of individual social group workers with the coordinator 4. Regular conferences between the coordinator and the Director of Pupil Services 5. Within each community, informal discussion between the two social group workers 6. Social activities and parties	How are community projects linked to the program? What are some examples? What use does the Coordinator make of written reports?
C. Communication between program staff and others	1. Conferences between the Director, the Coordinator, and the Director of Compensatory Education to insure continued financial support 2. Requests to principals to write to the Superintendent of Schools stressing the need for, and merits of the program	

Discussion and Conclusions

The findings relative to program compatibility with the total school system indicate that there are two conflicts. First of all, there is no financial support for the program. As a result, there is no continuity in personnel and it is impossible to provide for turnover. If a group leader quits, she is not replaced; her classes are either given to the other group leaders or they are dropped. This lack of support makes it impossible to procure the staff that is required. Moreover, the uncertainty of finances creates a great deal of anxiety among the workers. Secondly, although it is stated that comfortable, permanent settings are desirable for group meetings, they are not available. The group leaders work with what is provided. This is not conducive to the achievement of their objectives, though a good staff is, in large measure, able to compensate for the lack of facilities. To solve problems of compatibility, it is therefore necessary to provide (1) an adequate budget for program operation and financial security for the staff and (2) comfortable, permanent settings for the group meetings.

The panel felt that with regard to overall comprehensiveness the definition was not complete. More work is needed to expand the definition and redefine some of the areas in more behavioral terms, particularly the section on "Outcomes."

In general, major judgments concerning face validity will have to wait until specific behavioral objectives are made explicit.

Stage II Evaluation

Statement of the Problem

The problem for evaluation was to determine the congruence or lack of congruence between the formal program definition and the operating program.

Method

Two sources of information were used to determine how the program is actually operating: (1) accumulated referral sheets for the program were examined, and (2) a questionnaire was mailed with a stamped self-addressed return envelope to each of the seven group leaders. (A copy of this questionnaire is included in Appendix C.) Five of these questionnaires were filled out and returned.

Because it was not possible to investigate all of the program dimensions, data collection efforts were focused on a selected group. Table 1 lists these dimensions, the questions asked about each, and the rationale for the questions.

TABLE I

Plan for Determining Congruence (Stage II)

Section of Definition	Program Dimension	Statement in Definition	Instrument	Rationale
Antecedents	Selection Criteria	Students from the sixth and/or seventh grades are referred to the program by faculty, principals, or the sixth grade teaching staff if they exhibit one or more of the following characteristics: 1. Do not get along with peer group 2. Are withdrawn 3. Are aggressive 4. Seek attention 5. Avoid responsibility 6. Are defiant 7. Use excuses, alibis 8. Become easily discouraged 9. Fight 10. Show disrespect for the property of others 11. Show no self-control in annoying situations 12. Are timid 13. Lack self-confidence 14. Are inattentive 15. Are apathetic about learning	Official Referral Sheets	To determine whether referral characteristics used were the same as those listed in the program definition

TABLE I (contd.)

Plan for Determining Congruence (Stage II)

Section of Definition	Program Dimension	Statement in Definition	Instrument	Rationale
		16. Do not complete assignments 17. Underachieve 18. Have an untidy appearance 19. Practice poor personal hygiene 20. Are developed physically, but not socially or emotionally		
		Selection is further defined in terms of criteria for the composition of individual social development groups: 1. Children in groups should have similar levels of intellectual ability. 2. Children in groups should be at the same developmental task level. 3. Groups should be racially balanced. 4. Separate groups should be maintained for boys and girls.	Roster of students selected for the program, plus questions to program director, "Is the group of students selected for the program the same as the group of students referred?"	To determine whether selection criteria, as distinct from referral characteristics, were used in forming the student groups.

TABLE I

Plan for Determining Congruence (Stage II)

Section of Definition	Program Dimension	Statement in Definition	Instrument	Rationale
		The program strives to screen out the following students: 1. Those who cannot intellectually profit from the experience 2. Those who exhibit disturbed and/or bizarre behavior which may intimidate other members of the group		
Antecedents	Staff—qualifications with respect to specific positions	Social Group Workers Education-- Academic preparation in social work, sociology, psychology, or education	About how many college credits do you have in the following areas: Social Work _____ credits Sociology _____ credits Psychology _____ credits Education _____ credits	To determine the actual level and scope of academic prerequisites of the social group worker in the program
		Social Group Workers Experience-- Social work	How much actual experience do you have in the field of Social Work? _____ Less than 1 year _____ 1 year _____ 2 to 3 years _____ 4 to 6 years _____ 7 or more years	To determine the actual level and scope of relevant experience of the social group worker in the program

TABLE I

Plan for Determining Congruence (Stage II)

Section of Definition	Program Dimension	Statement in Definition	Instrument	Rationale
		Social Group Workers Experience-- Working with children and youth groups	How much experience do you have in working with children and/or youth groups? _____ Less than 1 year _____ 1 year _____ 2 to 3 years _____ 4 to 6 years _____ 7 or more years	
Antecedents	Media--the materials, supplies, and equipment required for the activities of program participants, as well as certain resource materials needed by the group leaders	1. Office materials 2. Professional books (on adolescence, groups, group dynamics, group work) 3. Tape recorders 4. Record players 5. Cameras (moving and still) 6. Art supplies (paints, craft materials, creative materials) 7. Good grooming aids to help children learn good grooming habits (for example, shoe shine kits) 8. Magazines, books and pamphlets about growing up	In your work in the Social Development Program, how often do you use the following items? At least twice a week / Once a week / Twice a month / Once a month / Less than once a month / Never Tape recorder ___ ___ ___ ___ ___ ___ Professional books ___ ___ ___ ___ ___ ___ Pamphlets, magazines books about growing up ___ ___ ___ ___ ___ ___ Record players ___ ___ ___ ___ ___ ___ Office materials ___ ___ ___ ___ ___ ___	To determine the extent of actual use of the media specified for the program in the definition.

TABLE I

Plan for Determining Congruence (Stage II)

Section of Definition	Program Dimension	Statement in Definition	Instrument	Rationale
		9. Films about growing up, teenage problems, making friends, popularity 10. Tangible small gifts for children 11. Refreshments	At least twice a week / Once a week / Twice a month / Once a month / Less than once a month / Never Cameras ___ ___ ___ ___ ___ ___ Art supplies ___ ___ ___ ___ ___ ___ Grooming aids ___ ___ ___ ___ ___ ___ Films ___ ___ ___ ___ ___ ___ Small gifts ___ ___ ___ ___ ___ ___ Refreshments ___ ___ ___ ___ ___ ___	
Process	Staff Functions and Duties with Respect to Specific Positions	Social Group Worker Function: Counseling Duties: Counsels individul group members	Indicate below the number of counseling sessions you had with each student you counseled individually during the past year. Student / Number of Counseling Sessions 1 2 3 4 5 6 7 8 9 10 Case 1 _ _ _ _ _ _ _ _ _ _ Case 2 _ _ _ _ _ _ _ _ _ _ Case 3 _ _ _ _ _ _ _ _ _ _	To determine the relative importance in actual practice of functions and duties specified for social group workers in the program definition

TABLE I

Plan for Determining Congruence (Stage II)

Section of Definition	Program Dimension	Statement in Definition	Instrument	Rationale
Process	Staff Functions and Duties with Respect to Specific Positions	Social Group Worker Function Duties Makes referrals Refers group members and/or their families to other school or community agencies as a need becomes apparent	Indicate below the name of the agency for each student whom you referred during the past year. Student Name of Agency Case 1 ________ Case 2 ________ Case 3 ________ Case 4 ________ Case 5 ________ Case 6 ________	
	Staff Functions and Duties with Respect to Specific Positions	Social Group Worker Function Duties Visits homes Visits homes of individual group members as a need arises to communicate with the family or to know more about the pupil's background	Indicate below for each student visited the number of home visits you made. Student Number of Home Visits 1 2 3 4 5 6 7 8 9 10 Case 1 _ _ _ _ _ _ _ _ _ _ Case 2 _ _ _ _ _ _ _ _ _ _ Case 3 _ _ _ _ _ _ _ _ _ _ Case 4 _ _ _ _ _ _ _ _ _ _ Case 5 _ _ _ _ _ _ _ _ _ _ Case 6 _ _ _ _ _ _ _ _ _ _	
	Intra-group co-ordination and communication activities--interaction among various program staff members	Regular Staff Meetings of social group workers and the coordinator	How often do you have meetings of the entire Social Development Staff (group leaders, coordinator, director)? ____ At least twice a week ____ Once a week ____ Twice a month ____ Once a month ____ Twice a year ____ Once a year ____ Never	To determine the extent of use of the communications channels defined for the program

TABLE I

Plan for Determining Congruence (Stage II)

Section of Definition	Program Dimension	Statement in Definition	Instrument	Rationale
	Intra-group co-ordination and communication activities--interaction among various program staff members	Social workers write reports of group meetings for the coordinator	How often do you write reports about group sessions (classes) with the students? _____After each session _____After every other session _____After a few sessions _____Not at all	
	Intra-group co-ordination and communication activities--interaction among various program staff members	Biweekly meetings of individual Social group workers with the coordinator	How often do you have meetings of the group leaders and the coordinator? _____At least twice a week _____Once a week _____Twice a month _____Once a month _____Twice a year _____Once a year _____Never	
	Intra-group co-ordination and communication activities--interaction among various program staff members	Within each community, informal discussion between the two social group workers	How often do you have meetings of group leaders only? _____At least twice a week _____Once a week _____Twice a month _____Once a month _____Twice a year _____Once a year _____Never	

Results and Conclusions

In examining the accumulated referral sheets it was found that students have been referred to the program for 17 reasons in addition to the 20 listed in the program definition. The additional reasons are the following:

1. Transfer from a southern school
2. One-parent family
3. Medical problems (unusual physical defects)
4. Family receiving aid from Department of Public Assistance
5. Request of mother because child is "bright"
6. Lack of motivation
7. Elderly parents who don't relate to children
8. Acute tardiness
9. Poor vision
10. Being overweight
11. Being a "squealer"
12. Being loud and mean
13. Being preoccupied by fantasies
14. Delinquent behavior
15. Lying and stealing
16. Sixth-grade repeater
17. Seventh-grade repeater

The program definition specifies criteria used in selection beyond those on the basis of which students are referred to the program. These criteria are to be used in further screening the number of students who finally participate in the program. However, it was discovered, by comparing the referral sheets (which record all the students who have been referred) to the roster of students who were actually admitted to the program, that the two groups of students are the same. This fact was also corroborated by the program director.

One of two inferences can be drawn from this finding: (1) the screening process is inoperative, or (2) all students who were referred to the program were also found acceptable in terms of the selection criteria. In light of the variety of additional reasons for referral cited above, the second alternative is highly suspect. We would best conclude that the selection criteria are not operative. In that case a decision needs to be made as to whether the criteria should be made operative or should be removed from the program definition.

As is indicated in Table 1, the program definition specifies that the group leaders should have educational backgrounds in social work, sociology, psychology, or education. The five completed responses to the questionnaire show that the group leaders do have these qualifications. The definition further specifies actual experience in working with children and in the field of social work. Each of the group leaders indicated that he had had at least two to three years of experience working with children. However, two of the five respondents had had one year or less practical experience in social work. Evidently some personnel were recruited who did not fully meet the requirements.

The completed questionnaires indicated an infrequent utilization of the media and resource materials listed in the program definition. Although four of the five group leaders used books and pamphlets at least once a week, the other materials were used monthly or even less frequently.

One of the functions specified for group leaders in the program definition is that of counseling students in their groups when necessary. The reports of four group leaders showed that the number of their counseling sessions ranged widely--from 28 by one group leader to 74 by another. One leader apparently concentrated on counseling many students a few times each, while the others concentrated their counseling on a few students. Consequently, about half of the total number of students counseled had only one counseling session. The discrepancy between the two counseling patterns described above points to the fact that the program definition is not specific as to the precise type of counseling desired.

In addition to counseling sessions, group leaders referred eight students to various social agencies in the community, and each group leader arranged visits to his students' homes. Both practices are compatible with the program definition.

The program definition stipulates that, as one aspect of intra-group communication, each group leader should prepare a report for the co-ordinator describing each session he has had with his group of students. However, one group leader did not prepare any such reports, indicating some incongruity between the operation of the program and the definition. Other findings on intra-staff communications were inconclusive.

APPENDICES

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Appendix A

GROUP INTERVIEW SCHEDULE
SOCIAL DEVELOPMENT PROGRAM

OBJECTIVES

1. What are the major objectives of this program in terms of student behavior? (What does the program expect to accomplish for students? What should students be able to do as a result of participation in this program?)

2. Are there secondary objectives which become means to the attainment of major program objectives? (Will student attitudes be changed? Teacher behavior and/or attitudes?)

3. Are any by-product benefits anticipated? (Benefits to parents, to teachers, to community, to school?)

STUDENTS

1. What are the criteria for enrolling and keeping students in the program? (On what basis are individual students enrolled in the program--by school, grade, subject, personal characteristics, performance? Do participating students become ineligible for the program after meeting certain performance standards, after a specified period of time, etc.?)

2. How can we determine and verify the point in time of each student's involvement in the program?

3. How or where can we obtain a precise list of the names of students enrolled or selected for the program?

4. What are the assumptions, if any, regarding the entering skills, knowledge, attitudes of the students enrolled in the program? (Are students assumed to have certain entering behavior and/or levels of competency which are prerequisite to success in or benefit from the program?)

STAFF

1. What staff is required to carry out the program--teachers, supervisors, coordinators, specialists, paraprofessionals, etc.?
2. What are the functions of staff members in the program? (How do teachers, supervisors, paraprofessionals, etc. promote the objectives of the program?)
3. What are the qualifications of staff members for fulfilling these functions? (What levels of competency are required or assumed?)
4. What are the specific behaviors expected of each group of staff members? (What specific tasks relevant to the program are to be performed and how are these to be performed by teachers, by supervisors, etc.?)
5. What are the names and location of members of the program staff or key members of the staff?

MEDIA

1. What materials, equipment, and supplies are required to carry out the program--books, tapes, films, television sets, paint supplies, etc.?
2. How can these be identified, and where are they located?
3. How will these media contribute to the objectives of the program? (How will they affect the student in order to elicit specific behaviors--shape the environment, structure perceptions, supply cues to evoke desired responses, etc.?)

STUDENT ACTIVITIES

1. What activities are specified for students in the program? Is there a necessary sequence for these?
2. How will student activities contribute to the objectives of the program? (How will they affect the student in order to elicit specific behaviors--by structuring perception, developing skills, fostering attitudes, etc.?)

TIME

1. When and for how long does the program take place? (Does it begin and end on specific dates, continue from year to year?)

2. What is the duration of treatment for the individual student--one class period per day for a school year, entire school day for one or more years, etc.?

COMMUNICATIONS

1. How and to what extent do program staff members at various levels of authority communicate in regard to the purposes, methods, and operations of the program--meetings, written communications through a coordinator, etc.?

SUPPORT

1. What administrative support is necessary to operate the program? (What facilities are needed? What scheduling of classes or other activities?)

2. What steps are taken to insure this support?

Appendix B

INTERVIEW SCHEDULE FOR SOCIAL DEVELOPMENT PROGRAM
(Stage I) 1966-1967

We are conducting this interview in order to find out how the Social Development Program functions within its environment and to determine the relationships between the program and the environment.

1. Does the Social Development Program appear to be in harmony (or conflict) with other programs currently in operation in the school with regard to the use of the following things:

   a. Student Time
   b. Staff Time
   c. Media
   d. Facilities

2. To what extent are other programs affected by the Social Development Program?

3. What do you feel are the real objectives of the total school program?

4. Does the Social Development Program appear to be in harmony (or conflict) with the school system as a whole?

5. a. What school activity (or activities) does the student give up in order to participate in the Social Development Program?
   b. What effect does this have on the Social Development Program?
   c. What effect does this have on other programs in the school?
   d. Do you think that this reallocation of student time results in a sacrifice to the objectives of the total school program?
   e. If so, does this sacrifice to the school objectives have an effect on the Social Development Program?
   f. Does this sacrifice have an effect on other programs?

6. a. Do you think that the time given up by teachers results in a sacrifice to the objectives of the total school program? If so, is this sacrifice justifiable?
   b. Do you think that the time nonprogram personnel give up results in a sacrifice?
   c. Are media and facilities available? Where do they come from?

   d. Is the Social Development Program affected by the way media and facilities are allocated?
   e. Are other programs?

7. Are the gains for students anticipated by the Social Development Program outweighing any losses that may occur as a result of their participation? Why, or why not?

8. a. What is the effect of the Social Development Program on the environment in which it operates?
   b. What effect does the environment have on the Social Development Program?

Appendix C

QUESTIONNAIRE FOR THE SOCIAL DEVELOPMENT PROGRAM

Dear Group Leader:

In order to complete the evaluation of the Social Development Program, we would like your cooperation in completing this questionnaire. Please answer the questions as factually as possible. Most can be answered by making a check mark like this _✓_ on the line beside the answer that you choose. Specific instructions are given where needed.

The enclosed self-addressed envelope is for your convenience in returning the questionnaire to the Board of Education. Please return it by June 30.

Thank you for your cooperation.

We would like to get your opinion as to what criteria are most relevant for selection of students to participate in the Social Development Program. Indicate your opinion by writing one of the following:

1--next to the criteria you consider highly important
2--next to the criteria you consider of medium importance
3--next to the criteria you consider of little or no importance

Indicate 1, 2, or 3

___ Do not get along with peer group
___ Are withdrawn
___ Are aggressive
___ Seek attention
___ Avoid responsibility
___ Are defiant
___ Use excuses, alibis
___ Become easily discouraged
___ Fight
___ Show disrespect for the property of others
___ Show no self-control in annoying situations
___ Are timid
___ Lack self-confidence

___ Are inattentive
___ Are apathetic about learning
___ Do not complete assignments
___ Underachieve
___ Have an untidy appearance
___ Practice poor personal hygiene
___ Are developed physically, but not socially or emotionally
___ Other, please specify: ______________________________

About how many college credits do you have in each of the following areas:

Social work ___ credits
Sociology ___ credits
Psychology ___ credits
Education ___ credits

How much actual experience do you have in the field of social work?

___ Less than 1 year
___ 1 year
___ 2 to 3 years
___ 4 to 6 years
___ 7 or more years

How much experience do you have in working with children and/or youth groups?

___ Less than 1 year
___ 1 year
___ 2 to 3 years
___ 4 to 6 years
___ 7 or more years

In your work in the Social Development Program, how often do you use the following items?

	At least twice week	Once a week	Twice a month	Once a month	Less than once a month	Never
Tape recorders	____	____	____	____	____	____

	At least twice a week	Once a week	Twice a month	Once a month	Less than once a month	Never
Professional books	____	____	____	____	____	____
Pamphlets, magazines, books about growing up	____	____	____	____	____	____
Record players	____	____	____	____	____	____
Office materials	____	____	____	____	____	____
Cameras	____	____	____	____	____	____
Art supplies	____	____	____	____	____	____
Grooming aids	____	____	____	____	____	____
Films	____	____	____	____	____	____
Small gifts	____	____	____	____	____	____
Refreshments	____	____	____	____	____	____

If you need more room to answer the questions on this page, put additional cases on the back.

Indicate below the number of counseling sessions you had with each student you counseled individually during the past year.

Student	Number of Counseling Sessions									
	1	2	3	4	5	6	7	8	9	10 or more
Case 1	_	_	_	_	_	_	_	_	_	__
Case 2	_	_	_	_	_	_	_	_	_	__
Case 3	_	_	_	_	_	_	_	_	_	__

Student	Number of Counseling Sessions									
	1	2	3	4	5	6	7	8	9	10 or more
Case 4										
Case 5										
Case 6										

Indicate below the name of the agency for each student whom you referred during the past year.

Student	Name of Agency
Case 1	
Case 2	
Case 3	
Case 4	
Case 5	
Case 6	

Indicate below for each student visited the number of home visits you made.

Student	Number of Home Visits									
	1	2	3	4	5	6	7	8	9	10 or more
Case 1										
Case 2										
Case 3										
Case 4										
Case 5										
Case 6										

How often do you have meetings of the entire Social Development Staff (group leaders, coordinator, director)?

___ At least twice a week
___ Once a week
___ Twice a month
___ Once a month
___ Twice a year
___ Once a year
___ Never

Meetings of the group leaders and the coordinator?

___ At least twice a week
___ Once a week
___ Twice a month
___ Once a month
___ Twice a year
___ Once a year
___ Never

Meetings of group leaders only?

___ At least twice a week
___ Once a week
___ Twice a month
___ Once a month
___ Twice a year
___ Once a year
___ Never

How often do you write reports about group sessions (classes) with the students?

___ After each session
___ After every other session
___ After a few sessions
___ Not at all

15. SPEECH AND HEARING MOBILE UNITS PROGRAM

15. SPEECH AND HEARING MOBILE UNITS PROGRAM

History of the Program

The Speech and Hearing Mobile Units Program, operated under the auspices of the Department of Special Education, seeks to meet the needs of children who require speech and/or hearing therapy. The number of children affected by such difficulties is by no means insignificant. Two reports on the subject[1] indicate that the incidence of speech problems among Pittsburgh children is 6.5 percent while hearing problems were detected in 3 percent of the children studied. A further survey, made by the Department of Special Education in 1965, disclosed that the most serious and the highest prevalance of speech and hearing problems occurred in the Hill District, the Homewood-Brushton area, and the North Side.

The three Speech and Hearing Mobile Units, which began their operation during the 1966-1967 school year, were conceived as an additional resource to the existing program. It was believed that they would deliver essential services to children in multi-problem, high-risk districts who had previously not been reached. Therefore, one Mobile Unit was assigned to each of the three districts named in the above survey. Because these are self-contained units, they do not make demands upon schools for scarce or nonexistent space in which to conduct their therapeutic activities as the itinerant therapists had previously been compelled to do.

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[1] M. H. Fouracre, M. L. Booke, and P. Botwin, Report of the Study on the Educational Needs of Physically Handicapped Children in Pittsburgh Pennsylvania 1958-1959 (University of Pittsburgh, 1961).

D. H. Tornbloom, Summary of Pittsburgh Schools Hearing Testing Program (Pittsburgh, 1965).

Description of the Program

On February 2, 1967, members of the program staff attended a meeting to formulate a definition of the program. Six therapists (three each in speech and hearing), three driver-aides, the Director of Special Education, and two representatives from the Office of Research participated. The group utilized the circular response method, each participant responding in turn to questions devised by the Office of Research to elicit specific information about the program (see Appendix A). The information from this meeting was synthesized into the formal program definition which follows to provide a description of the program.

Speech and Hearing Mobile Units Program Definition

GENERAL

I. Overall Statement of Objectives and Rationale for the Program

The purpose of the Speech and Hearing Mobile Units Program is to correct and/or improve as far as possible any speech or hearing defects in students, thereby removing barriers to academic and social achievement.

II. Scope

A. Number of Pupils and Schools Involved

The number of pupils participating in the program varies from time to time. Throughout the year new pupils are added and others are dropped. The following figures represent the total number of pupils served by the program during the 1966-1967 school year as of April 5.

Mobile Unit 1 (Hill District)	
Speech	125
Hearing	79
Total	204
Mobile Unit 2 (Homewood-Brushton)	
Speech	163
Hearing	26
Total	189
Mobile Unit 3 (North Side)	
Speech	135
Hearing	44
Total	179
Speech and Hearing Totals	572
Speech Totals	423
Hearing Totals	149

B. The Grades or Ages of Participants

The mobile units serve children from kindergarten through the twelfth grade.

C. General Description of Staff

The staff consists of the Director of the Department of Special Education, supervisors, three speech therapists, three hearing therapists, and three driver-aides.

OUTCOMES

I. Major Objectives--changes expected to occur in program participants as a result of the program. There are two types of major objectives.

   A. Terminal Objectives--behaviors exhibited by participants at the end of the program which demonstrate successful completion of the program

   It is expected that children participating in the Speech and Hearing Mobile Units Program will either demonstrate improved speech or be able to utilize their hearing more efficiently depending on their reason for being in the program.

   B. Ultimate Objectives--the long range goals of the program. These are objectives to which the program hopefully contributes, but for which it does not have sole responsibility.

   It is hoped that participants in the Speech and Hearing Mobile Units Program will ultimately do the following things:

      1. Participate more in the regular classroom situation

      2. Have a more positive attitude toward school

      3. Be able to reach their potential level of academic achievement

      4. Be able to set realistic vocational goals for themselves

      5. Become more socially acceptable

      6. Have an improved self concept

II. Enabling Objectives--the skills, attitudes, and information which students must acquire during the program to insure the accomplishment of the major objectives

Participants in the Speech and Hearing Mobile Units Program must do the following things as prerequisites to achieving the major objectives of the program:

A. Receive support and assistance in accepting and overcoming their handicaps

B. Be made aware of acceptable speech standards

C. Learn to recognize speech problems in themselves and others

D. Want to achieve better speech

In addition, regular teachers must develop positive attitudes toward handicapped children.

III. Other Benefits--benefits expected to accrue to other than program participants as a result of the program

The following are expected effects of the program on non-participants:

A. The morale of the school staff will be improved.

B. Parents will be reassured that the school is making maximum efforts to attend to every child's learning problems.

IV. Criteria for Successful Completion of or Removal from the Program

A. Children with speech problems remain in the program until they are speaking as well as is considered possible and are using good speech outside the program. They are maintained on a re-check list after their participation is terminated.

B. Termination of the hearing program may occur when hearing has been improved, when it cannot be improved, or when the student no longer feels the need for help.

ANTECEDENTS

I. Participants

A. Selection Characteristics--the criteria that are used to determine who shall participate in the program

1. Speech
   a. Referrals are accepted from teachers, principals, counselors and other children.

b. The professional judgment of the therapist and the potential for improvement are the main factors in determining eligibility.

c. Some preference is given to children in the upper grades.

2. Hearing
   a. The initial screening is done by the Allegheny County Health Department.

   b. Children with a bilateral loss of 20 decibels or more are eligible, the more severe cases being taken first.

B. Entering Behaviors--characteristics of participants (other than selection characteristicstics) which are related to performance in the program

No information is available on entering behaviors for the program.

II. Staff--qualifications with respect to specific positions

Staff Member	Professional Qualifications	Personal Qualifications
Director of the Department of Special Education		
Supervisor		
Speech and hearing therapist	State-required educational background	
Driver-aide		

III. Support

A. Administrative Support--administrative personnel who cooperate in carrying out the program

Principals in the individual schools support the Speech and Hearing Mobile Units Program by scheduling children for the classes related to the program.

B. Human Resources--non-administrative and non-staff personnel whose contributions and cooperation are necessary to the operation of the program

1. At various times in the program the staff therapists may rely on medical specialists, audiologists, nurses, and school social workers as resource persons. The medical specialists provide special evaluations for children with physical problems. Audiologists perform screening evaluations and prescribe treatment.

2. The cooperation of all the participant's teachers is necessary for the success of the program.

C. Media--the materials, supplies, and equipment required for program activities

The following equipment and supplies are needed to carry out the Speech and Hearing Mobile Units Program:

1. Tape recorders are used by participants to listen to and evaluate their own speech.

2. Phonographs and records are used to listen to sounds and to provide stimulation.

3. Mirrors are used for correcting speech production.

4. Various other materials are used for motivation, remedial work, and instruction:

    a. Blackboards and bulletin boards

    b. Typewriters and ditto machines

c. The complete basal reader series, workbooks, supplementary books

d. Remedial reading materials, auditory discrimination materials, phonics workbooks, speech books

e. Paper, pencils, rulers, crayons

f. Manila folders, pictures

g. Glue, felt markers

h. Tongue depressors, straws

D. Facilities

The three mobile units are facilities essential to the operation of the program.

IV. Time Constraints

A. The program continues from year to year until maximum inprovement has been obtained.

B. Each child is seen once a week, individually or in a group, for a 30 or 45 minute period.

PROCESS

I. Participant Activities--the day-to-day program activities that will ultimately lead to the achievement of objectives

The activities are designed to meet the specific needs of each child. There are sequential learning tasks in speech, hearing, and academic work.

II. Staff Functions and Activities

A. Staff Functions and Duties with Respect to Specific Positions

Staff Members	Functions	Duties
Director of the Department of Special Education		
Supervisor	Visits and evaluates the therapy classes	Gives consultation by telephone when necessary
Speech and hearing therapist	1. Works with groups of children	a. Diagnoses academic weaknesses and provides remedial work b. Teaches lip reading, speech organs, and auditory discrimination skills c. Designs and presents learning activities for individual problems
	2. Consults with regular teachers	
Driver-aide		a. Brings children to the unit b. Drives the unit c. Maintains equipment d. Types lesson plans e. Keeps records f. Runs ditto machines g. Prepares some instructional materials

B. Intra-staff Communication and Coordination

The staff of the Speech and Hearing Mobile Units Program meets once a month to discuss problems and seek solutions.

C. Communication Between Program Staff and Others

Members of the staff talk with principals and teachers to communicate the needs and aims of the program.

Appendix A

Appendix A

GROUP INTERVIEW SCHEDULE
SPEECH AND HEARING MOBILE UNITS PROGRAM

OBJECTIVES

1. What are the major objectives of this program in terms of student behavior? (What does the program expect to accomplish for students? What should students be able to do as a result of participation in this program?)

2. Are there secondary objectives which become means to the attainment of major program objectives? (Will student attitudes be changed? Teacher behavior and/or attitudes?)

3. Are any by-product benefits anticipated? (Benefits to parents, to teachers, to community, to school?)

STUDENTS

1. What are the criteria for enrolling and keeping students in the program? (On what basis are individual students enrolled in the program--by school, grade, subject, personal characteristics, performance? Do participating students become ineligible for the program after meeting certain performance standards, after a specified period of time, etc.?)

2. How can we determine and verify the point in time of each student's involvement in the program?

3. How or where can we obtain a precise list of the names of students enrolled or selected for the program?

4. What are the assumptions, if any, regarding the entering skills, knowledge, attitudes of the students enrolled in the program? (Are students assumed to have certain entering behavior and/or levels of competency which are prerequisite to success in or benefit from the program?)

STAFF

1. What staff is required to carry out the program--teachers, supervisors, coordinators, specialists, paraprofessionals, etc.?

2. What are the functions of staff members in the program? (How do teachers, supervisors, paraprofessionals, etc. promote the objectives of the program?)

3. What are the qualifications of staff members for fulfilling these functions? (What levels of competency are required or assumed?)

4. What are the specific behaviors expected of each group of staff members? (What specific tasks relevant to the program are to be performed and how are these to be performed by teachers, by supervisors, etc.?)

5. What are the names and location of members of the program staff or key members of the staff?

MEDIA

1. What materials, equipment, and supplies are required to carry out the program--books, tapes, films, television sets, paint supplies, etc.?

2. How can these be identified, and where are they located?

3. How will these media contribute to the objectives of the program? (How will they affect the student in order to elicit specific behaviors--shape the environment, structure perceptions, supply cues to evoke desired responses, etc.?)

STUDENT ACTIVITIES

1. What activities are specified for students in the program? Is there a necessary sequence for these?

2. How will student activities contribute to the objectives of the program? (How will they affect the student in order to elicit specific behaviors--by structuring perception, developing skills, fostering attitudes, etc.?)

TIME

1. When and for how long does the program take place? (Does it begin and end on specific dates, continue from year to year?)

2. What is the duration of treatment for the individual student--one class period per day for a school year, entire school day for one or more years, etc.?

COMMUNICATIONS

1. How and to what extent do program staff members at various levels of authority communicate in regard to the purposes, methods, and operations of the program--meetings, written communications through a coordinator, etc.?

SUPPORT

1. What administrative support is necessary to operate the program? (What facilities are needed? What scheduling of classes or other activities?)

2. What steps are taken to insure this support?

16. TELEVISION NEWS PROGRAM

16. TELEVISION NEWS PROGRAM

History of the Program

The Television News Program has been a joint effort of the Pittsburgh Board of Public Education and educational channel WQED since its inception in 1960 as the television presentation Today's World. The program is designed to create and stimulate student interest in current events through the medium of television. Although its subjects and manner of presentation are geared toward the underprivileged student, the television program itself is viewed in schools with a wide variety of socioeconomic backgrounds. The original duration of the television presentation was 15 minutes, but in the 1966-1967 school year viewing time was increased to 20 minutes. The title of the television presentation was also changed to News '66 and is currently News '67.

Description of the Program

In order to obtain a full description of the program, the Office of Research held definition meetings at the Administration Building on the morning and afternoon of April 6, 1967. Five teachers chosen to represent a geographical cross section of the city attended each session. The Associate Director and the Supervisor of Television Education were present at both sessions, and the television teacher and a member of the production staff at WQED attended in the morning. The discussion groups were asked to provide answers to a series of questions devised by the Office of Research to elicit specific information about the program (see Appendix A). The recorded proceedings of these meetings were used by the evaluator to compile the formal definition of the program which appears on the following pages.

Television News Program Definition

GENERAL

I. Overall Statement of Objectives and Rationale for the Program

The purpose of the Television News Program is to present current events in such a way as to make them more meaningful to students and to create a greater interest in and awareness of what is going on in the world.

II. Description of Scope

A. Number of Schools Involved

The number of schools using the program is difficult to determine because it is available throughout the Pittsburgh Public Schools and in 17 surrounding counties. The choice to utilize the program is made by individual classroom teachers on the basis of their scheduling. It is estimated that over 100 teachers and classes in the Pittsburgh Public Schools now participate.

B. Age of Participants

The program is designed for fifth- and sixth-grade students, but it is also sometimes viewed by students in the fourth, seventh, and eighth grades.

C. General Description of Staff

1. The television teacher
2. Individual classroom teachers
3. Supervisors
4. The Associate Director of Television Education
5. The Television Producer-Director and supporting crew members at WQED

OUTCOMES

I. Major Objectives--changes expected to occur in program participants as a result of the program. There are two types of major objectives.

A. Terminal Objectives--behaviors exhibited by participants at the end of the program which demonstrate successful completion of the program

As a consequence of exposure to the Television News Program, the student is expected to have developed greater knowledge of and interest in current events.

B. Ultimate Objectives--the long range goals of the program. These are objectives to which the program hopefully contributes, but for which it does not have sole responsibility.

Because of his experience in the Television News Program, it is hoped that the student will do the following things:

1. Have an improved understanding of current events
2. Make more discriminating selections in television programs
3. Become a responsible citizen

In addition, it is expected that the Negro students in the program will form a greater identification with the American culture.

II. Enabling Objectives--the skills, attitudes, and information which students must acquire during the program to insure the accomplishment of the major objectives

Many teachers feel that it is necessary for the student to develop a skill in note taking to succeed in understanding the Television News Program.

III. Other Benefits--benefits expected to accrue to other than program participants as a result of the program

It is hoped that as a result of the Television News Program families of program participants will develop an increased interest in the news.

IV. Criteria for Successful Completion of or Removal from the Program

No formal criteria were identified for successful completion of the program. However criteria which, in the judgment of individual teachers, relate to the students' degree of participation and interest in the Television News Program are listed as follows:

A. References to Television News Program ideas in other subjects

B. The creation of notebooks on news subjects

C. Collections of news clippings

D. The reading of News Time and other pupil-oriented publications on current events

E. Oral discussion and questions on subjects related to the news program

F. An increase in vocabulary as a result of the program

G. Voluntary reading and library projects on news related topics

ANTECEDENTS

I. Participants

A. Selection Characteristics--the criteria that are used to determine who shall participate in the program

The individual teacher usually decides, on the basis of his own schedule, whether the program will be used. In some cases the principal or the supervisor suggests use of the program. In a team teaching situation this decision is usually made by the team leader.

The Television News Program is open to students from all socioeconomic backgrounds throughout the city of Pittsburgh and in 17 surrounding counties. It is commonly used in the fifth and sixth grades and occasionally in the fourth, seventh, and eighth grades.

B. Entering Behaviors--characteristics of participants (other than selection characteristics) which are related to performance in the program

The Television News Program is offered to students of all socio-economic backgrounds throughout the Pittsburgh Public Schools and in surrounding areas. No entering behaviors were identified.

II. Staff--qualifications with respect to specific positions

Staff Member	Professional Qualifications	Personal Qualifications
Television **Teacher**	1. A teaching certificate 2. Three years of teaching experience 3. Membership in the school system or educational community 4. The possession of and the ability to use dramatic skills 5. A knowledge of learning theory	1. A television personality including the ability to communicate through the television medium 2. The ability to work effectively and congenially with others
Television Producer-Director	1. Experience in educational television and its use in the schools 2. Professional training in television production and direction	1. The ability to coordinate the various activities that make up television broadcasting 2. The ability to promote necessary cooperation
Classroom Teacher	A teaching certificate	1. An interest in current events 2. The ability to present material on the students' level

Staff Member	Professional Qualifications	Personal Qualifications
Associate Director of Television Education	1. A teaching certificate 2. Teaching experience 3. A knowledge of television techniques	The ability to help with the construction of television presentations and scripts and experience in the classroom utilization of television
Supervisor	1. A teaching certificate 2. Teaching experience	The ability to suggest classroom activities to augment the program

III. Support

A. Administrative Support--administrative personnel who cooperate in carrying out the program

The individual principals are vital to the success of the Television News Program. The principal schedules classes and may make suggestions to teachers regarding implementation of the program.

B. Human Resources--non-administrative and non-staff personnel whose contributions and cooperation are necessary to the operation of the program

Generally, no personnel in this category are involved in the Television News Program. In schools using the team teaching program, however, the team mother may set up the television set or help with classroom activities related to the program. The program may also require cooperation from the school librarian and the services of a television repairman.

C. Media--the materials, supplies, and equipment required for program activities

The following materials and equipment are used in the television presentation and in the classroom follow-up activities:

1. Overhead and opaque film projectors
2. Film strips

3. Slides
4. Film projectors
5. Transparencies
6. Maps and globes
7. Picture files
8. Scholastic materials
9. Pamphlets
10. Reference materials such as books and magazines

D. Facilities

1. A viewing room of adequate size equipped with blackboards
2. Desks that students can write on in the viewing room
3. A seating arrangement and volume control that allow all students to see and hear the program
4. Television sets, antennas, and extension cords

IV. Time Constraints

The Television News Program is generally limited to one class period a week. Some teachers use a second period for discussion while others have intermittent discussions on related topics during the week. The extent to which the program is used and discussed depends on scheduling, the needs and abilities of the students, and the classroom teacher's evaluation of the importance of current events.

PROCESS

I. Participant Activities--the day-to-day program activities that will ultimately lead to the achievement of objectives

Students participate in the following activities in the Television News Program:

A. A preparatory session before the television program to arouse interest in the topic to be presented

B. Previewing the television program (few students do this)

C. Viewing the television program (frequently the main student activity)

D. Vocabulary development during the program as the television teacher presents and explains key words

E. Discussion on the specific topic after the television program

F. Researching specific news topics

G. Keeping notebooks on program topics

H. Maintaining a bulletin board on news clippings

I. Using the interview techniques utilized on the television programs to interview persons visiting the school (activity at one school only)

II. Staff Functions and Activities

A. Staff Functions and Duties with Respect to Specific Positions

Staff Member	Functions	Duties
Television Teacher	Selects, develops, and presents the news topics	a. Conducts research b. Writes the television scripts c. Makes the formal presentation of the television news topic Visits classrooms

Staff Member	Functions	Duties
Television Producer-Director	Is responsible for overall coordination of television production	a. Initiates all visual designs, stage sets, props, and lighting b. Obtains necessary copyrights c. Coordinates all camera shots, art, audio tape, video controls, and instantaneous editing d. Writes program reports
Associate Director of Television Education	1. Acts as consultant 2. Coordinates the overall program	Discusses and approves scripts Provides general direction for the Television News Program
Supervisor	Assists in the classroom utilization of the program	Visits classrooms
Classroom Teacher	Encourages student interest in the television program and clarifies and reinforces the presentation	a. Prepares background materials on the topic b. Introduces the program c. Prepares visual aids on the topic d. Leads classroom discussion

Staff Member	Functions	Duties
Classroom Teacher (contd.)		e. Answers questions raised by the program Is responsible for notifying the repairman when the television set needs repair

B. Intra-staff Communication and Coordination

The members of the staff of the Television News Program communicate in the following ways:

1. Classroom visitation by the following persons:
    a. Supervisor
    b. Television Teacher
    c. Associate Director of Television Education
2. Written communications between the supervisory staff and the teachers
3. Occasional demonstrations and training sessions
4. Classroom visitation by the WQED professional staff to determine the effectiveness of school-oriented educational telecasting
5. Distribution by WQED of a television-evaluation questionnaire

C. Communication Between Program Staff and Others

1. The Associate Director of Television Education speaks to faculty groups.
2. The Television News team leaders meet with the supervisory staff.

APPENDIX A

Appendix A

GROUP INTERVIEW SCHEDULE
TELEVISION NEWS PROGRAM

1. What are the major objectives of the Television News Program? What do you expect children to do as a result of this program?

2. On what basis do schools and classes elect to receive this program?

3. What television activities help the program reach its objectives? What classroom activities help the program reach its objectives? What activities are the most important? How do these activities contribute to the specific objectives of the program?

4. How much time per week is spent on the program?

5. How long do students participate in this program?

6. Are there any criteria by which the students' progress can be judged?

7. What staff are necessary for the program? What functions and specific duties do these staff members perform in promoting the objectives of the program? What should be the professional and personal qualifications of these staff members?

8. What physical equipment, supplies, and services are necessary to implement the program?

9. How do you keep informed about the program's activities, purposes, methods, and needs?

17. TRANSITION ROOM PROGRAM

17. TRANSITION ROOM PROGRAM

Introduction

History of the Program

The first transition rooms were opened in seven schools serving poverty neighborhoods in the 1964-1965 school year. The following year the program was extended to include 32 of the 46 qualifying elementary schools. There were 36 transition rooms in operation during 1966-1967 serving almost 900 students.

The transition room was conceived as a means of helping underachieving children solve their reading problems before they enter the intermediate grades. The rationale for the program is based on the assumption that reduced class size, teachers trained in remedial techniques, and the use of specialized materials can be combined to relieve many of the specific difficulties of underachieving children.

As originally contemplated, each transition room teacher was to spend one-half time teaching an intermediate class of fourth-grade pupils and one-fourth time teaching each of two primary classes of third-grade pupils. The curriculum for the intermediate classes was an adaptation of the regular reading-language arts-social studies program, while the primary classes were to be concerned entirely with reading. Each class was to be limited to a maximum pupil-teacher ratio of 20 to one. While these guidelines have remained in effect throughout the life of the program, considerable variation has been permitted in the transition room's organization, curriculum, and grade level in the interest of providing the best program for individual schools. In its most recent year of operation there has been a trend toward greater conformity in grade level selection, with no children assigned from first-, seventh-, or eighth-grade classes.

Description of the Program

In order to arrive at a formal definition of the Transition Room Program, the program staff met at the Administration Building on February 7, 1967. Attending this meeting were teachers of 33 of the 36 transition rooms, key members of the administrative staff, and four principals who were selected to represent the four main geographic areas of the city. These participants were assigned to four comparable discussion groups, each of which consisted of eight or nine teachers, a supervisor, a principal, and an administrator from the central staff. A discussion leader from the Office of Research directed the discussion in each group in accordance with an agenda developed by the Office of Research (see Appendix A) and was responsible for writing a report of his group's deliberations. These reports were then compiled and synthesized by the program evaluator. The formal definition was mailed to program staff on April 28, 1967 and is included in the following pages to provide a complete description of the program.

Transition Room Program Definition

GENERAL

I. Overall Statement of Objectives and Rationale for the Program

The major objective for the transition room is to enable underachieving students in reading to solve their reading problems before they enter the intermediate grades. Enrollment in the transition room provides these children with a remedial program in reading, language arts, and social studies taught by specially trained teachers using remedial techniques and special materials in small classes.

II. Scope

A. Number of Pupils and Schools Involved

Eight hundred sixty-five students in 36 qualifying elementary schools were in transition room classes during 1966-1967.

B. The Grades or Ages of Participants

In 1966-1967 there were 455 students in primary grade transition rooms and 410 students in intermediate grade transition rooms. The majority of Primary grade students were in grade 3; the majority of intermediate grade students were in grade 4. However, some students in all grades from 2 through 6 were included in the program in individual schools.

C. General Description of Staff

There was one teacher assigned to each school's transition room. Supervision was provided by the regular intermediate elementary supervisors.

OUTCOMES

I. Major Objectives--those changes which it is expected will take place in program participants as a result of their experiences in the program. There are two types of major objectives.

   A. Terminal Objectives--those behaviors which it is expected that participants will exhibit at the end of the program

      1. The ability to read at grade level
      2. Adequate listening skills and the ability to follow directions
      3. Improved word-attack and comprehension skills
      4. Enlarged reading and speaking vocabularies
      5. The desire to read
      6. The ability to read independently

   B. Ultimate Objectives--those behaviors brought about by the program which will affect the student's general school performance and his life outside the school

      1. Improvement in general academic performance
      2. An increased desire to learn
      3. More curiosity
      4. Development of the capacity to be more attentive
      5. More effective study habits
      6. An increased ability to work independently
      7. The ability to work effectively with classmates
      8. Increased self-confidence
      9. An increased awareness of and ability to develop inherent talents

10. The ability to relate effectively to adults

11. The ability to express feelings in socially acceptable ways--that is, through verbal rather than hostile physical actions

12. Increased self-knowledge and self-acceptance

13. Increased acceptance of peers

14. The ability to practice self-discipline

15. A decrease in tardiness and absences

16. A sense of personal worth

17. Improved attitudes as measured on whatever attitude instruments are administered

II. Enabling Objectives--prerequisite objectives that must be met in order for major objectives to be realized

A. The student must meet with successful experiences.

B. The student must learn that success is related to effort.

C. Parents and teachers must be made aware and accepting of grade level expectancy.

D. The entire faculty must be sympathetic toward and cooperative with the objectives of the Transition Room Program.

III. Other Benefits--benefits expected to accrue to teachers and the students' families as a result of the program

A. Regular classroom teachers will be able to devote more time to the basic program when one type of underachieving student is removed from their responsibility.

B. When they see their child's increased academic achievement and improved adjustment, parents will be able to develop a more positive attitude toward the school.

IV. Criteria for removal from the program

  A. The pupil reaches the end of the fourth grade.

  B. The pupil achieves grade level proficiency in reading and demonstrates that he is sufficiently secure to cope with the regular program.

ANTECEDENTS

I. Students

  A. Selection Criteria--the bases on which individual students are enrolled in the program

    1. Grade level

      a. The general rule is to enroll children in grades three or four with emphasis on grade four.

      b. In some schools the transition room is used for other grade levels (sometimes grades five and six).

    2. I.Q.

      a. I.Q. should be in the average range, 85 through 110, or above.

      b. Children are underachievers, not slow learners.

    3. Standardized achievement test scores

      a. At least one year's retardation in reading comprehension as measured by the previous year's achievement test

      b. A score of "low" on the Scott-Foresman reading test

    4. Report card grades

    5. Grade-expectancy scores

    6. Professional recommendations of teachers, team leaders, supervisors, principals, and school psychologists

B. Entering Behaviors--pupil characteristics in addition to selection criteria that are likely to affect the activities chosen for the program and, eventually, its success

1. Some children come from non-English-speaking homes.

2. Some children are non-readers.

3. Most of the students' classroom work is characterized by uneven performance.

II. Staff--qualifications with respect to specific positions

Staff Member	Education	Other Characteristics
Teacher	1. Teaching degree 2. Specialized training in teaching of reading with knowledge of phonetics 3. Remedial reading experience is desirable 4. Broad general knowledge 5. Some understanding of tests and measurements	1. Patience with, interest in, and understanding of underachieving children 2. Creativity 3. Flexibility 4. Willingness to work long hours
Elementary Supervisor	Advanced degree in elementary education	The ability to keep communications open between transition room teachers and the rest of program staff

III. Support

A. Administrative Support--support activities with respect to specific administrative positions

Position	Support Activity
1. Principal	a. Major responsibility for setting up and maintaining the program in the specific schools b. Advises teachers with specific problems c. Helps identify students for the program d. Works toward securing and maintaining faculty cooperation
2. Assistant Director of Compensatory Education	a. Coordinates the program in all schools b. Controls budget for program c. Exercises immediate central office administrative control of the program
3. Associate Director of General Elementary Education	a. Coordinates supervision and other instructional functions b. Works jointly with the Assistant Director of Compensatory Education
4. Assistant Superintendent for Curriculum and Instruction	Has ultimate control of the instructional aspects of the program
5. Assistant Director of Communications Skills	Provides consultant services as requested

Other administrative personnel listed as necessary to the program but for whom no specific duties were mentioned are the following:

1. The Director of Compensatory Education

2. The Associate Superintendent of Elementary Schools

3. The Director of Communication Skills

B. Human Resources--auxiliary personnel whose cooperation is necessary for the smooth operation of the program

Position	Support Activity
1. Team Leader	a. Serves as resource person for the transition room teacher b. Coordinates the transition room with other classes on the team c. Aids principals in enlisting and maintaining faculty support
2. Team Mother	a. Helps prepare materials b. Sets up and operates equipment c. Performs routine clerical tasks d. Assists with recess e. Accompanies classes on field trips
3. Regular Teacher	Administers group tests
4. Consultant	Provides consultant services as requested
5. Psychologist	a. Aids when called upon in selection of students by administering individual intelligence tests and by identifying children with specific psychological or learning problems b. Confers with teachers, principals, and parents when appropriate

Position	Support Activity
6. School Social Worker	a. Establishes and helps to maintain contact between home and school b. Follows up on attendance, tardiness, and other problems of school adjustment
7. Elementary Counselor	a. Helps identify students b. Works with children having behavioral problems c. Advises teachers concerning individual students
8. Medical Staff	a. Identifies medical or nutritional handicaps which may underlie poor academic performance of individual students b. Follows up noted medical and nutritional deficiencies
9. Tutor	a. Provides an image of success with which children can identify b. Gives students individual help with specific reading problems

Other personnel listed as being valuable human resources for the program, but for whom specific functions were not given are the following:

1. Speech and Hearing Therapists
2. School-Community Agents
3. Youth Corps Workers

C. Media

The Division of Compensatory Education provides a basic list of materials and equipment for each transition room. In addition, teachers are permitted to augment this by ordering from an approved list certain other items which they feel are necessary or desirable for their specific assignments. The table below reports the items most frequently mentioned from the Compensatory Education list.

Media	Contribution to Program Objectives
1. Books and Workbooks	
Open Highways	Helps teach basic reading skills
Conquests in Reading	Helps teach phonetic skills
Manuals for Basic Texts	Provide teacher with specific suggestions for realizing objectives of specific lessons
S.R.A. Reading Laboratory	Permits each child to concentrate on his own reading needs and to progress at his own rate
Webster Reading Clinic	Permits each child to concentrate on his own reading needs and to progress at his own rate
Phonics We Use	Permits individual attention to phonetic skills
Readers' Digest Skills Builders	a. Provide interesting content at child's own level, thus improving comprehension b. Reinforce reading skills

Media	Contribution to Program Objectives
1. Books and Workbooks (contd.)	—
Listening Kit	Helps teach and reinforce listening skills
Library Books	a. Further desire to read for enjoyment b. Provide content for comprehension at appropriate level
2. Instructional Games	
'Dr. Spello"	a. Makes spelling more interesting b. Helps child attain success in spelling
Dolch Reading Games and Cards	a. Add interest and variety to acquisition of reading skills b. Permit greater individualization
Other Instructional Games and Puzzles	a. Make learning fun b. Help child realize success and thus increase his sense of personal worth
3. Audio-Visual Equipment	Equipment listed helps to enrich the basic program, reinforce skills, and provide additional opportunities for individualization.
Tape Recorder and Earphones	
Television Set	
Overhead Projector	
Tachist-o-Flasher	
Opaque Projector	
Phonograph	

Media	Contribution to Program Objectives
3. Audio-Visual Equipment (contd.)	
Motion Picture Projector	
Filmstrip Projector	
4. Audio-Visual Materials	
Television Programs	a. Supplement basic texts b. Stimulate reading c. Reinforce listening skills
Films	Same as above
Filmstrips	
General Filmstrips	Same as above
Specific Filmstrips Devoted to Phonetics	a. Make acquiring of phonetic skills enjoyable b. Help child attain success in reading
Tape Recordings	Reinforce listening skills
Phonograph Records	a. Reinforce listening skills b. Enrich basic program
Still Pictures and Posters	a. Make classroom more attractive b. Reinforce social studies concepts and reading comprehension skills
5. Special Social Studies Materials	
World Map	Materials reinforce social studies concepts
Globe	

Transition room teachers should have professional journals to provide up-to-date information in the field--for example, regular issues of Intercom

IV. Time Constraints

A. Length of Program

The program runs concurrently with the school year. Third- and fourth-graders are eligible, with fourth-graders usually assigned for one year and third-graders assigned for one or two years.

B. Frequency and Length of Meetings

1. Fourth-grade children usually spend four periods daily, five days a week in the transition room, or 50 percent of their total school time.

2. Third-grade children usually spend two periods daily, five days a week in the transition room, or 25 percent of their total school time.

PROCESS

I. Student Activities

A. General Observations

1. The program is highly individualized. The sequence for each child is determined on the basis of his individual needs.

2. Activities are designed to direct each child toward greater independent work.

3. Activities are largely determined by the nature of the materials and equipment available.

4. Some teachers find novel ways to use available materials.

5. Many activities used are also common to regular reading classrooms, but they are given special emphasis in the transition room.

B. Typical Student Activities

1. Group activities associated with the traditional elementary academic classrooms.

    a. Participation in a regular reading group

    b. Drill activities designed to strengthen reading skills

    c. Group discussion

    d. Use of social studies activities designed to develop how-to-study techniques

    e. Learning spelling lists

    f. Field trips

2. Creative activities

    a. Working on individual projects

    b. Writing and reading original stories and poems

    c. Self-expression

    d. Role playing

3. Activities involving the use of special materials and equipment

    a. Using tape recorders and earphones to develop and reinforce listening skills

    b. Playing educational games

    c. Working and assembling instructional puzzles

    d. Individualized reading using S.R.A. materials

4. Other transition room activities

    a. Special activities designed to teach the child a sense of order and system

    b. Participation in room government

    c. Taking diagnostic and other standardized tests

    d. Recreational reading

II. Staff Activities

A. Functions and Duties of Specific Staff Members

Staff Member	Functions	Duties
Teacher	1. Carries out group activity	a. Has major responsibility for instruction b. Provides positive and stable learning environment c. Creates classroom climate which encourages freedom of expression d. Improves child's attitude toward success through activities possible in smaller classes and with the use of special materials and equipment
	2. Diagnoses	a. Helps identify children who should participate in the Transition Room Program b. Helps in evaluating the child's specific needs c. Diagnoses the child's reading problems

Staff Member	Functions	Duties
Teacher (contd.)	3. Plans individualized instructional programs	a. Selects reading material below child's frustration level b. Plans use of specialized materials to attack specific problems c. Gives assignments commensurate with the child's level of performance
	4. Communicates with others about program	a. Interprets program for other teachers b. Interprets program for parents
	5. Participates in curriculum development and modification	
Elementary Supervisor	1. Supervises	a. Observes classroom activity b. Advises teachers on specific problems c. Provides information about new materials, ideas, and techniques
	2. Participates in curriculum development and modification	
	3. Serves as communication link	Is liaison between individual transition room teacher and central office staff

B. Intra-staff communication and coordination

    1. General meetings and workshops

        a. In-service workshops

        b. Research meetings with groups of transition room teachers and administrators

    2. Supervisory contacts

        a. Periodic classroom visitations

        b. Supervisor-teacher conferences

C. Communication between staff and others

    1. Official communications from central office staff

        a. Program guidelines issued by the Division of Compensatory Education

        b. Periodic bulletins and announcements

    2. Meetings held within schools

        a. General faculty meetings

        b. Team meetings

    3. Teacher-parent conferences

Stage I Evaluation

Statement of the Problem

The problem for evaluation was to judge the definition of the program with respect to its comprehensiveness, its face validity, and its compatibility with the program environment.

Method

After the promulgation of the program definition, the program evaluator interviewed seven of the transition room teachers (approximately 20 percent) in their respective schools. The purpose of these interviews was to determine the compatibility of the transition room with the total school setting in respect to the use of student and teacher time, facilities, and media. Schools having a transition room were placed in seven geographic clusters, and one teacher from each cluster was selected at random for interviewing. The questions asked in these interviews are included in Appendix B.

Following the completion of the field interviews, a meeting was held on May 18, 1967 to judge the formal program definition with respect to its comprehensiveness and face validity. Participating in this meeting were the Director of Compensatory Education, the Coordinator of Evaluation, the program evaluator, the Assistant Director or Communication Skills, a research assistant and a resource associate from the Office of Research, and a consultant. The consultant received his Bachelor's and Master's degrees from the University of

Pittsburgh in the fields of educational research and educational psychology and is presently completing requirements for his Ph D. He has Pennsylvania Certification for Secondary Schools in the fields of English, social studies, general science, and guidance counseling and has had two years of experience teaching English. He is an adjunct lecturer in educational communication in the School of Education, University of Pittsburgh and is an associate research scientist in the Institute for Instructional Research and Technology of the American Institute for Research.

Results

The responses of interviewees to questions about the compatibility of the program are given in the following pages.

RESPONSES OF INTERVIEWEES

Question 1

What does the student give up in order to be in the transition room; that is, what subjects would he be studying if he were not assigned to the transition room?

Responses by School

A. Reading, Language Arts, Social Studies
B. Reading, Language Arts, one class of Library, one class of Physical Education
C. Reading, Social Studies, one class of Music
D. Reading and other academic subjects. The transition room teacher teaches other academic subjects as well as reading in this school.
E. Reading
F. Reading, Language Arts
G. Reading, Language Arts

Question 2

How does instruction given in the transition room affect the objectives of the entire elementary school program?

Responses by School

A. Its close pupil-teacher relationship builds up pupils' confidence and improves the general school attitudes.
B. Individualized instruction provides success in reading, which in turn promotes success in other subjects.
C. Specialized reading instruction gives the underachieving child the tools he will need to achieve success in school. This success makes the child feel more secure.
D. Improvement in reading promotes improvement in other subjects.
E. Improvement in reading helps the child in other subjects. The room's pleasant atmosphere contributes to the child's positive attitude toward school.
F. By lowering the pupil-teacher ratio in other classes, other teachers have greater opportunity for individual work with their pupils.
G. Individualized instruction improves reading skills and aids children in school work generally.

Question 3

What do you as a teacher give up in terms of (a. Preparation time?)

Responses by School

A. Five hours weekly
B. No additional time is needed
C. Two to three hours weekly
D. Ten hours weekly
E. Two hours weekly
F. Four to five hours weekly
G. Five to six hours weekly

What do you as a teacher give up in terms of (b. In-service training?)

Responses by School

A. Orientation workshops (Fall 1965)
B. Orientation workshops (Fall 1965)
   Served as member of materials selection committee (Fall 1966)
C. Attended two workshops. Observed transition room in another school
D. Attended workshop in remedial reading as regular primary teacher before being assigned to transition room
E. None
F. None
G. Attended two workshops

What do you as a teacher give up in terms of (c. Other sacrifices?)

Responses by School

A. Course in remedial reading
B. Preparation period
C. Course in Diagnostic Reading Difficulties
D. None
E. None
F. Course in remedial reading
G. Tape lessons during lunch hour

Question 4

Are there any special facilities needed for the program?

Responses by School

A. No
B. No
C. No
D. No
E. No
F. No
G. No

Are your present facilities adequate?

Responses by School

A. Yes
B. Yes
C. Yes, except that the room must be shared with another teacher
D. Yes
E. No. The transition room needs a permanent classroom.
F. No. The transition room meets in the shower room.
G. No.

Question 5

To what extent, if any, are other programs being affected by the transition room in terms of (a. Time?)

Responses by School

A. None
B. The regular academic program is strengthened through more time for individualized instruction made possible by reduced pupil-teacher ratio.
C. None
D. None
E. Time that regular teacher has with transition room pupils is reduced.
F. None
G. None

To what extent, if any, are other programs being affected by the transition room in terms of (b. Facilities?)

Responses by School

A. None
B. None
C. None
D. None
E. None
F. None
G. None

Question 6

Do the gains outweigh the losses, or vice versa, in your opinion?

Responses by School

A. The gains outweigh the losses
B. The gains outweigh the losses
C. The gains outweigh the losses
D. The gains outweigh the losses
E. The gains outweigh the losses
F. The gains outweigh the losses
G. The gains outweigh the losses

Question 7

In general, how does the transition room affect the total school program?

Responses by School

A. Teacher has noticed improved behavior of transition room children throughout the school.
B. The transition room makes possible a reduced pupil-teacher ratio for other teachers, and thus improves learning conditions for pupils in those classes.
The transition room's favorable results and positive image help promote good school-community relations.
C. The transition room helps raise the academic standards of the school through improving the reading skills of underachieving children.
D. Not certain
E. Positively. Some children in regular classes have requested enrollment in the transition room.
F. The transition room, as part of the intermediate team, is conditioned by the needs and purposes of the team.

G. Transition room helps reduce the pupil-teacher ratio in other classes, thus enabling teachers to give their classes more individualized instruction.

Question 8

In general, how does the total school program affect the transition room?

Responses by School

A. Emergency situations in other classes (e.g., unavailability of substitutes) sometimes force cancellation of transition room in order for the transition room teacher to take charge of another class.
B. Not certain
C. Not certain
D. Not certain
E. Not certain
F. The transition room, as part of the intermediate team, is conditioned by the needs and purposes of the team.
G. Not certain

The following record of panel proceedings reports in detail the panel's specific findings regarding the comprehensiveness and face validity of each section of the program definition.

PROJECT TRANSITION ROOM

Page 1

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy OUTCOMES

Specific Dimensions	Program Definition	Judgments
I. Major Objectives--those changes which it is expected will take place in program participants as a result of their experience in the program		Objectives for each grade are not given separately.
A. Terminal Objectives--those behaviors which it is expected that participants will exhibit at the end of the program	1. The ability to read at grade level	The following criteria have been omitted: The ability to read at grade level (1) as demonstrated by grade level scores on reading comprehension section of a standardized achievement test (2) as measured by the ability to use fourth grade social studies materials Even though this may be the only Terminal Objective of the program, shouldn't social studies and language arts objectives be included in the definition?
	2. Adequate listening skills and the ability to follow directions	Objectives 2, 3, and 4 are Enabling Objectives.
	3. Improved word-attack and comprehension skills	
	4. Enlarged reading and speaking vocabularies	

PROJECT TRANSITION ROOM Page 2

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy OUTCOMES

Specific Dimensions	Program Definition	Judgments
Terminal Objectives (contd.)		Could the program be limited to the fourth grade?
	5. The desire to read	As stated here, this is really an Ultimate Objective.
	6. The ability to read independently.	This is an Ultimate Objective. By what criterion is this measured?
B. Ultimate Objectives--those behaviors brought about by the program which will affect the student's general school performance and his life outside the school	1. Improvement in general academic performance	In which specific subjects is improvement expected?
	2. An increased desire to learn	Could this be restated as "The willingness to read without external motivation"?
	3. More curiosity	How does this relate specifically to reading?
	4. Development of the capacity to be more attentive	How does this relate to listening skills?
	5. More effective study habits	
	6. An increased ability to work independently	This has already been stated.

PROJECT TRANSITION ROOM

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy OUTCOMES

Specific Dimensions	Program Definition	Judgments
Ultimate Objectives (contd.)	7. The ability to work effectively with classmates	This is unrelated to the program except in a very general way.
	8. Increased self-confidence	Shouldn't this be an Enabling Objective and related to attitudes?
	9. An increased awareness of and ability to develop inherent talents	This is not directly related to the program.
	10. The ability to relate effectively to adults	This is an Enabling Objective. The concern is the student's relation to teachers.
	11. The ability to express feelings in socially acceptable ways--that is, through verbal rather than hostile physical actions	This is not directly related to the program.
	12. Increased self-knowledge and self-acceptance	Objectives 12 through 16 are Enabling Objectives.
	13. Increased acceptance of peers	
	14. The ability to practice self-discipline	
	15. A decrease in tardiness and absences	
	16. A sense of personal worth	

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy OUTCOMES

Specific Dimensions	Program Definition	Judgments
Ultimate Objectives (contd.)	17. Improved attitudes as measured on whatever attitude instruments are administered	This is too vague in its present form. An attitudinal concept is an Enabling Objective.
II. Enabling Objectives--prerequisite objectives that must be met in order for major objectives to be realized		Refer to Ultimate Objectives above for those objectives that should be restated and included as Enabling Objectives.
	A. The student must meet with successful experience	This is not specific. How does this relate to improved word attack and comprehension skills?
	B. The student must learn that success is related to effort.	
	C. Parents and teacher must be made aware and accepting of grade level expectancy.	These two statements are not Enabling Objectives. They relate to program staff communication with others.
	D. The entire faculty must be sympathetic toward and cooperate with the objectives of the Transition Room Program.	

PROJECT TRANSITION ROOM

Page 5

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy OUTCOMES

Specific Dimensions	Program Definition	Judgments
III. Other Benefits--benefits expected to accrue to teachers and the students' families as a result of the program	A. Regular classroom teachers will be able to devote more time to the basic program when one type of underachieving student is removed from their responsibility.	
	B. When they see their child's increased academic achievement and improved adjustment, parents will be able to develop a more positive attitude toward the school.	
IV. Criteria for Removal from the Program	A. The pupil reaches the end of the fourth grade	This could better be phrased as follows: 'The pupil completes a year in the fourth-grade Transition Room."
	B. The pupil achieves grade level proficiency in reading and demonstrates that he is sufficiently secure to cope with the regular program.	This could better be phrased as follows: "The pupil achieves grade level proficiency in reading comprehension as measured by achievement test scores and demonstrates that he is sufficiently secure to cope with the program." It is not clearly indicated that either of the criteria listed will be acceptable for removal from the program.

PROJECT TRANSITION ROOM

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy ANTECEDENTS

Specific Dimensions	Program Definition	Judgments
I. Students		
A. Selection Criteria--the bases on which individual students are enrolled in the program	1. Grade level	
	a. The general rule is to enroll children in grades three or four with emphasis on grade four.	The phrase "with emphasis on grade four" could be omitted.
	b. In some schools the Transition Room is used for other grade levels (sometimes grades five and six).	This does not follow the recommendation of the program staff.
	2. I.Q.	
	a. I.Q. should be in the average range, 85 through 110, or above.	This could better be phased as follows: "I.Q. should be no lower than 85 on an individual intelligence test."
	b. Children are underachievers, not slow learners.	This is a description, not a criterion.
	3. Standardized achievement test scores	It is not clear that a. and b. are "and/or" criteria.
	a. At least one year's retardation in reading comprehension as measured by the previous year's achievement test	
	b. A score of "Low" on the Scott-Foresman reading test	A score of " Low" on the most recently administered Scott-Foresman reading test

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REPORT OF PANEL PROCEEDINGS

Section of Taxonomy ANTECEDENTS

Specific Dimensions	Program Definition	Judgments
Selection Criteria (contd.)	4. Report card grades	Are these considered with respect to: a. Identifiable trends? b. Academic expectancy? c. Specific subject problem area?
	5. Grade expectancy scores	Specifically, the grade expectancy scores are 3.0 for Grade 3 and 4.0 for Grade 4.
	6. Professional recommendations of teachers, team leaders, supervisors, principals, and school psychologists	The word "professional" is unnecessary here.
B. Entering Behaviors--pupil characteristics in addition to selection criteria that are likely to affect the activities chosen for the program and, eventually, its success		"Students are underachievers" is another Entering Behavior.
	1. Some children come from non-English-speaking homes. 2. Some children are non-readers.	What is a "non-reader"? This is an inconsistency. Children who cannot read should be assigned to a reading clinic on the advice of the program's consultant.
	3. Most of the students' classroom work is characterized by uneven performance.	Additional Entering Behaviors could be framed in the light of the restated Enabling Objectives, (e.g., "Many children do not have the desire to read").

PROJECT TRANSITION ROOM

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy ANTECEDENTS

Specific Dimensions	Program Definition			Judgments
	Staff Member	Professional Qualification	Personal Qualification	
II. Staff--qualifications with respect to specific positions	Teacher	Teaching Degree	Patience with, interest in, and understanding of underachieving children	
		Specialized training in teaching of reading with knowledge of phonetics	Creativity Flexibility Willingness to work long hours	
		Remedial reading experience is desirable		
		Broad general knowledge		This is not specific.
		Some understanding of tests and measurements		What specific degree of understanding? How much is "some" understanding?

PROJECT TRANSITION ROOM

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy ANTECEDENTS

Specific Dimensions	Program Definition		Judgments
	Position	Support Activity	
III. Support A. Administrative support support activities with respect to specific administrative positions	Principal	Has major responsibility for setting up and maintaining the program in the specific schools	
		Advises teachers with specific problems	
		Helps identify students for the program	
		Works toward securing and maintaining faculty cooperation	
	Director of Compensatory Education	Coordinates the program in all schools	He also defines and refines objectives and relates to the Office of Research.
		Controls budget for program	
		Exercises immediate central office administrative control of the program	
	Associate Director of General Elementary Education	Has ultimate control of the instructional aspects of the program	

PROJECT TRANSITION ROOM Page 10

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy ANTECEDENTS

Specific Dimensions	Program Definition		Judgments
III. Support (contd)	Position	Support Activity	
A. Administrative Support (contd.)	Assistant Director of Communication Skills	Provides consultant services as requested	
	Other administrative personnel listed as necessary to the program but for whom no specific duties were mentioned are the following:		The personnel listed are not directly involved in the program. Their association with it is general and taken for granted.
	1. The Director of Compensatory Education		
	2. The Associate Superintendent of Elementary Schools		
	3. The Director of Communication Skills		
B. Human Resources auxiliary personnel whose cooperation is necessary for the smooth operation of the program	Position	Support Activity	
	Team Leader	Serves as resource person for the transition room teacher Coordinates the transition room with classes of other team members Aids principals in enlisting and maintaining faculty support	

PROJECT TRANSITION ROOM

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy ANTECEDENTS

Specific Dimensions	Program Definition		Judgments
	Position	Support Activity	
B. Human Resources auxiliary personnel whose cooperation is necessary for the smooth operation of the program (contd.)	Team Mother	Helps prepare materials Sets up and operates equipment Performs routine clerical tasks Assists with recess Accompanies classes on field trips	
	Regular Teacher	Administers group tests	This position could be labeled "Other Teachers." Teachers also identify students for the Transition Room Program.
	Consultant	Provides consultant services as requested	This is included under Assistant Director of Communication Skills.
	Psychologist	Aids when called upon in selection of students by administering individual intelligence tests and by identifying children with specific psychological or learning problems Confers with teachers, principals, and parents when appropriate	
	School Social Worker	Establishes and helps to maintain contact between home and school Follows up on attendance, tardiness, and other problems of school adjustment	

PROJECT TRANSITION ROOM

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy ANTECEDENTS

Specific Dimensions	Program Definition		Judgments
	Position	Support Activity	
B. Human Resources auxiliary personnel whose cooperation is necessary for the smooth operation of the program (contd.)	Elementary Counselor	Helps identify students Works with children having behavioral problems Advises teachers concerning individual students	-
	Medical Staff	Identifies medical or nutritional handicaps which underlie poor academic performance of individual students Follows up noted medical and nutritional deficiencies	
	Tutor	Provides an image of success with which children can identify Gives students individual help with specific reading problems	The tutors are volunteers
	Other personnel listed as being valuable human resources for the program, but for whom specific functions were not given are the following: Speech ard Hearing Therapists School-Community Agents Youth Corps Workers		How and to what extent are these personnel related to the program?

PROJECT TRANSITION ROOM

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy ANTECEDENTS

Specific Dimensions	Program Definition		Judgments
C. Media	The Division of Compensatory Education provides a basic list of materials and equipment for each transition room. In addition, teachers are permitted to augment this by ordering from an approved list certain other items which they feel are necessary or desirable for their specific assignments. The table below reports the items most frequently mentioned from the Compensatory Education list.		
	Media	Contribution to Program Objectives	
	1. Books and Workbooks		Items indicated by an asterisk are basic equipment purchased for the Transition Room.
	* Open Highways	Helps teach basic reading skills	
	* Conquests in Reading	Helps teach phonetic skills	
	* Manuals for Basic Texts	Provide teacher with specific suggestions for realizing objectives of specific lessons	
	* S. R. A. Reading Laboratory	Permits each child to concentrate on his own reading needs and to progress at his own rate	
	* Webster Reading Clinic	Permits each child to concentrate on his own reading needs and to progress at his own rate	

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy ANTECEDENTS

Specific Dimensions	Program Definition		Judgments
	Media	Contribution to Program Objectives	
C. Media (contd.)	* Phonics We Use	Permits individual attention to phonetic skills	
	* Readers' Digest Skills Builders	a. Provide interesting content at child's own level, thus improving comprehension b. Reinforce reading skills	
	* Listening Kit	Helps teach and reinforce listening skills	
	Library Books	a. Further desire to read for enjoyment b. Provide content for comprehension at appropriate level	Social studies books are also used in the transition room.
	2. Instructional Games		
	* "Dr. Spello"	a. Makes spelling more interesting b. Helps child attain success in spelling	
	* Dolch Reading Games and Cards	a. Add interest and variety to acquisition of reading skills b. Permit greater individualization	

PROJECT TRANSITION ROOM

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy ANTECEDENTS

Specific Dimensions	Program Definition		Judgments
	Media	Contribution to Program Objectives	
C. Media (contd.)	Other Instructional Games and Puzzles	a. Make learning fun b. Help child realize success and thus increase his sense of personal worth	This is not specific
	3. Audio-Visual Equipment Tape Recorder and * Earphones Television Set Overhead Projector * Tachist-o-Flasher Opaque Projector Phonograph Motion Picture Projector Filmstrip Projector	Equipment listed helps to enrich the basic program, reinforce skills, and provide additional opportunities for individualization.	Those items not starred are available in the school and may be used in the Transition Room, but were not furnished specifically for this class.
	4. Audio-Visual Materials Television Programs	a. Supplement basic texts b. Stimulate reading c. Reinforce listening skills	

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy ANTECEDENTS

Specific Dimensions	Program Definition		Judgments
	Media	Contribution to Program Objectives	
C. Media (contd.)	Films Filmstrips		
	General Filmstrips	a. Supplement basic texts b. Stimulate reading c. Reinforce listening skills	
	Specific Filmstrips Devoted to Phonetics	a. Make acquiring of phonetic skills enjoyable b. Help child attain success in reading	
	Tape Recordings	Reinforce listening skills	
	Phonograph Records	a. Reinforce listening skills b. Enrich basic program	
	Still Pictures and Posters	a. Make classroom more attractive b. Reinforce social studies concepts and reading comprehension skills	
	5. Special Social Studies Materials * World Map * Globe	Materials reinforce social studies concepts	

PROJECT TRANSITION ROOM

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REPORT OF PANEL PROCEEDINGS

Section of Taxonomy ANTECEDENTS

Specific Dimensions	Program Definition	Judgments
C. Media (contd..)	Transition room teachers should have professional journals to provide up-to-date information in the field, for example, regular issues of Intercom.	Intercom is a regularly scheduled publication of the Division of Compensatory Education, and, therefore, is part of Communication between Program Staff and Others.
D. Facilities		No information is given concerning facilities for the program.
IV. Time Constraints		
A. Length of Program	The program runs concurrently with the school year. Third- and fourth-graders are eligible, with fourth-graders usually assigned for one year,and third-graders assigned for one or two years.	Does the program staff feel that the time allotted is adequate to realize the program's objectives?
B. Frequency and Length of Meeting	Fourth-grade children usually spend four periods daily, five days a week in the transition room, or 50 per cent of their total school time. Third-grade children usually spend two periods.daily, five days a week in the transition room, or 25 per cent of their total school time.	

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REPORT OF PANEL PROCEEDINGS

Section of Taxonomy PROCESS

Specific Dimensions	Program Definition	Judgments
I. Student Activities		What diagnostic work is done by the teacher?
A. General Observations	1. The program is highly individualized. The sequence for each child is determined on the basis of his individual needs.	Is in-service training indicated here to make sure that the teacher knows the techniques and sequences?
	2. Activities are designed to direct each child toward greater independent work.	What are the specific activities and how are they related to the program's objectives?
	3. Activities are largely determined by the nature of the materials and equipment available.	
	4. Some teachers find novel ways to use available materials.	
	5. Many activities used are also common to regular reading classrooms, but they are given special emphasis in the transition room.	

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REPORT OF PANEL PROCEEDINGS

Section of Taxonomy PROCESS

Specific Dimensions	Program Definition	Judgments
I. Student Activities (contd.)		
B. Typical Student Activities	1. Group activities associated with the traditional elementary academic classrooms	What specific activities, including social studies and language arts, were needed to meet all of the program's objectives?
	a. Participation in a regular reading group	
	b. Drill activities designed to strengthen reading skills	Are the activities proportional to the program objectives and the subjects taught?
	c. Group discussion	
	d. Use of social studies activities designed to develop how-to-study techniques	
	e. Learning spelling lists	
	f. Field trips	
	2. Creative activities	
	a. Working on individual projects	
	b. Writing and reading original stories and poems	

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy PROCESS

Specific Dimensions	Program Definition			Judgments
II. Staff Activities	Staff Member	Functions	Duties	
A. Functions and Duties of Specific Staff Members	Teacher	1. Carries out group activity	a. Has major responsibility for instruction b. Provides positive and stable learning environment c. Creates classroom climate which encourages freedom of expression d. Improves child's attitude toward success through activities possible in smaller classes and with the use of special materials and equipment	What are the Selection Criteria and in-service training activities for teachers? These activities may be determined through observation.
		2. Diagnoses	a. Helps identify children who should participate in the Transition Room Program b. Helps in evaluating the child's specific needs c. Diagnoses the child's reading problems	How is the teacher able to diagnose?

PROJECT TRANSITION ROOM

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy PROCESS

Specific Dimensions	Program Definition			Judgments
	Staff Member	Functions	Duties	
II. Staff Activities	Teacher (contd.)	3. Plans individualized instructional programs	a. Selects reading material below child's frustration level b. Plans use of specialized materials to attack specific problems c. Gives assignments commensurate with the child's level of performance	Could better be phrased as follows: "...at child's instructional level and at independent level appropriate to the activity."
		4. Communicates with others about program	a. Interprets program for other teachers b. Interprets program for parents	
		5. Participates in curriculum development and modification		The teacher participates in curriculum work "as requested." What are the specific duties?
	Elementary	1. Supervises	a. Observes classroom activity	

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REPORT OF PANEL PROCEEDINGS

Section of Taxonomy PROCESS

Specific Dimensions	Program Definition			Judgments
	Staff Member	Functions	Duties	
A. **Functions and Duties of Specific Staff Members** (contd.)	Elementary Supervisor (contd.)		b. Advises teachers on specific problems c. Provides information about new materials, ideas, techniques	The supervisor also: d. Rates teachers e. Specifies in-service training activities
		2. Participates in curriculum development and modification		The Elementary Supervisor participates in curriculum work "as requested."
		3. Serves as communication link	Is liaison between individual transition room teacher and central office staff	
				Who are the other staff members, and what are their functions and duties? How is in-service training related to teacher functions?
B. **Intra-staff Communication and Coordination**	1. General meetings and workshops a. In-service workshops b. Research meetings with groups of transition room teachers and administrators			

PROJECT TRANSITION ROOM

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy PROCESS

Specific Dimensions	Program Definition	Judgments
B. Intra-staff Communication and Coordination (contd.)	2. Supervisory contacts a. Periodic classroom visitations b. Supervisor-teacher conferences	
C. Communication between Program Staff and Others	1. Official communications from central office a. Program guidelines issued by the Division of Compensatory Education b. Periodic bulletins and announcements	Add: (e.g., Intercom)
	2. Meetings held within schools a. General faculty meetings b. Team meetings	
	3. Teacher-parent conferences	

Discussion and Conclusions

The transition room, through its dedication to improving the reading skills of underachieving children, is in complete harmony with the overall objectives of the elementary school as stated in the "Philosophy of Education" for the Pittsburgh Public Elementary Schools:

> The school curriculum should be broad and flexible enough to provide for each child opportunity and encouragement to develop to his fullest capacity. The daily planned work should provide adequate opportunity for growth in the fundamental processes--reading, spelling, writing, written and oral English and arithmetic.....

The transition room, in the opinion of administrators and the teachers interviewed, does not conflict to any significant degree with other programs in the schools in terms of time or subject area. In the vast majority of situations, children in the transition room are studying the same academic subjects (usually reading, social studies, and language arts) at the same time as other children in their homerooms are studying them in other classrooms.

In no case was the transition room reported as infringing upon the facilities needed for other programs in the elementary school, although several teachers indicated inadequate facilities in the transition rooms interfere with their ability to fully realize the program's objectives.

The attention of the transition room staff is called to two major areas for possible expansion or modification of the program's definition:

1. The place of social studies, spelling, and English in the transition room's curriculum and the degree to which specific objectives and activities should be listed for them
2. The development of separate objectives and criteria for third- and fourth-grade transition rooms, together with appropriate activities specified for realizing these objectives in each grade

Judgments of the panel indicate that consideration should be given to the following areas to insure the internal consistency of the program definition:

1. The rearrangement and categorization of objectives in terms of their purpose and function; that is, whether they are terminal, ultimate, or enabling in nature
2. A reexamination of selection criteria in the light of current program objectives

Assessment of Student Achievement

Statement of the Problem

The problem for evaluation was to determine whether the program has had an observable effect on the participants' reading achievement.

Method

Grade equivalent scores on the paragraph meaning subtest of the Metropolitan Achievement Test, Form A, were compiled for all students who enrolled in the transition room during the 1966-1967 school year. In June of 1967 the participants were given the elementary battery. These scores, as well as scores for the same students for the preceding two years, were analyzed. Since analysis of these data proved inconclusive, a follow-up study was conducted to determine the long-range effects of the transition room.

A random sample of approximately 25 percent of the students who had completed a year in a regular reading class after their participation in the transition room was selected from the permanent record card file in each school. The selected 150 students became the experimental group. A control group of 150 students was selected at random from fifth grade pupils of the same sex and race who had not attended the transition room. Missing data necessitated the elimination of eight names from the experimental group, reducing its size to 142. The two groups were then compared on the basis of their scores on the paragraph meaning subtest of the MAT over a three year period. The elementary battery scores were used for third and fourth grade and intermediate battery scores for fifth grade.

Results

Assuming that the change in scores of the control group established a base expectancy for reading achievement, it was hypothesized that the achievement of the experimental group would exhibit greater gain than that of the control group. If the slope of the line representing growth in reading achievement was greater for the experimental than the control group, the hypothesis would be correct. Inspection of Figure 1 shows that this was indeed the case.

At the end of grade 3, the control group was nine-tenths of a year ahead of the experimental group. Other things being equal, it would be expected that the variance would increase in succeeding years because of the cumulative effect of underachievement over time. It should, therefore, be noted that while the experimental group gained six-tenths of a year during its assignment to the transition room, it gained one and one-tenth years in the year following treatment. Over the same period achievement for the control group was essentially linear. At the end of the fifth grade, the treatment and control groups had returned to the same relative position as existed at the beginning of grade 3. The transition room intervention appears to have mitigated the cumulative effects of underachievement which might have been expected.

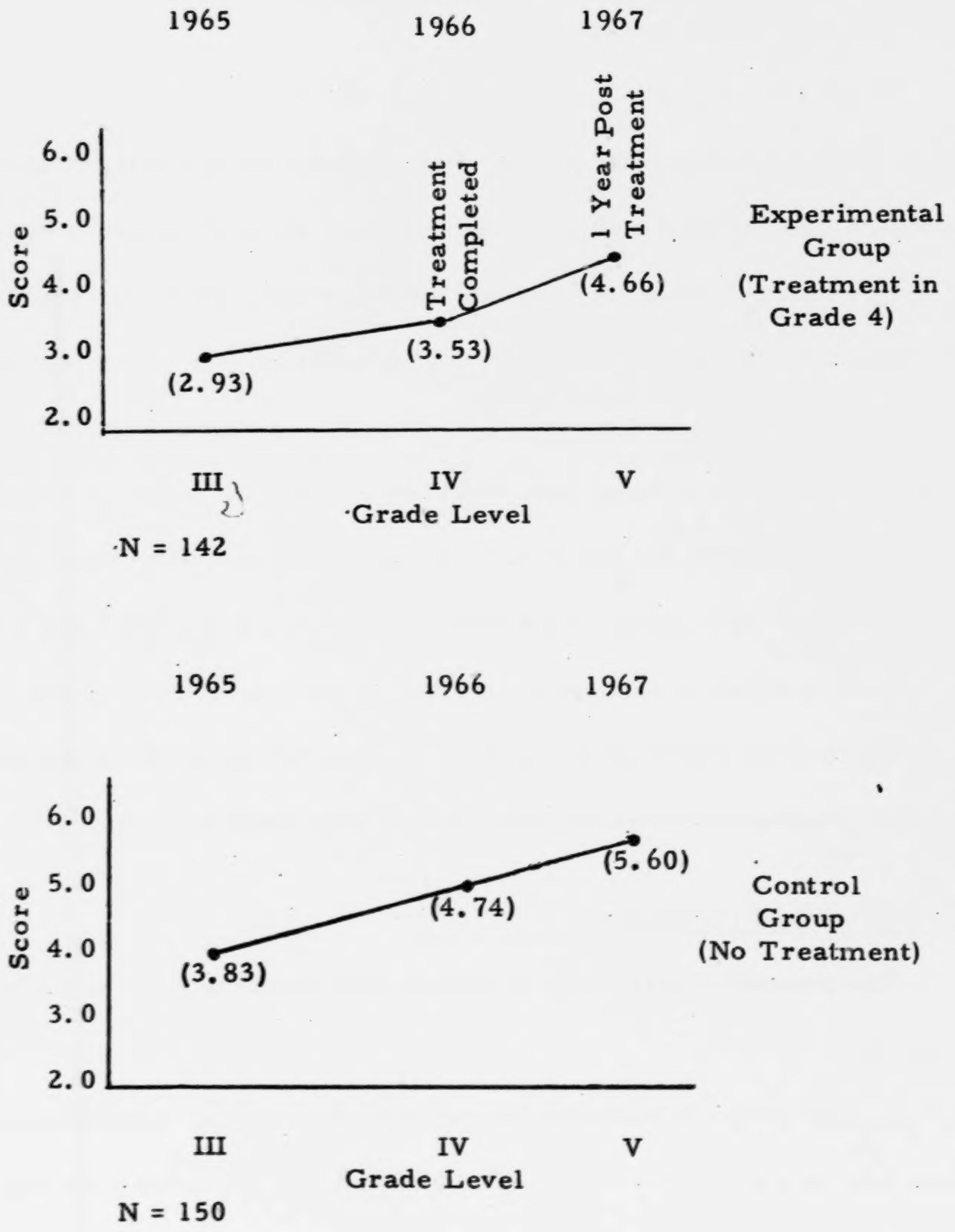
Discussion and Conclusions

The preceding data must be interpreted cautiously for the following reasons:

1. The program definition is not fully developed. Specifically it does not have a clear delineation of independent variables relating to terminal objectives, selection criteria for students and teachers, curriculum, or instructional media.

FIGURE 1

Comparison of Experimental and Control Group Scores



2. The evaluation design was chosen because it was felt to minimize such threats to validity as maturation, history, testing and instrumentation. However, there is now a need for a more adequate design. Specifically, the new design should take into account regression effects. Some students are selected for the Transition Room Program largely on the basis of low Metropolitan Achievement Test Scores. This was not considered in reporting the positive finds for transition room instruction in the 1965-1966 analysis.[1]

3. It is possible that the criterion measurement is inappropriate. After a more precise program definition has been obtained, attention might be given to selecting an instrument which will adequately measure terminal objectives. In this regard, the atypical characteristics of the transition room population significantly lessen the relevance of the achievement test grade equivalent scores, based as they are on a nationally normed distribution.

Considering the previous discussion, the following conclusions about the Transition Room Program at the end of the 1966-1967 school year seem justified:

1. The principal evidence that the transition room may be beneficial

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[1] Evaluation Report, 1966: Transition Room, Board of Public Education (Pittsburgh, 1966), pp. 30-27--30-28.

in producing increased reading comprehension lies in the fact that in the year following treatment the transition room students increased their gain relative to the control group. This suggests that the treatment arrested the tendency of the experimental group to become increasingly inferior in performance.

2. There is a crucial need for a more precise definition of the program in order to stabilize the transition room and to permit an adequate evaluation in terms of its specified objectives.
3. The future evaluation of the program would be greatly strengthened by a more adequate design which would permit identification of the treatment. Consideration might be given to withholding treatment on a random basis in the interest of better evaluation. This procedure would obviate the necessity of identifying an after-the-fact control group with its inherent threats to validity.

APPENDICES

Appendix A

GROUP INTERVIEW SCHEDULE
TRANSITION ROOM PROGRAM

OBJECTIVES

1. What are the major objectives of this program in terms of student behavior? (What does the program expect to accomplish for students? What should students be able to do as a result of participation in this program?)

2. Are there secondary objectives which become means to the attainment of major program objectives? (Will student or teacher attitudes and/or behaviors be changed? If so, in what ways?)

3. Are any by-product benefits anticipated--benefits to parents, teachers, the community, or the schools?

STUDENTS

1. What are the criteria for enrolling and keeping students in the program? (On what basis are individual students enrolled in the program--by school, grade, subject, personal characteristics, or performance? Do participating students become ineligible for the program after meeting certain performance standards or after a specified period of time?)

2. What are the assumptions, if any, regarding the entering skills, knowledge, and attitudes of the students enrolled in the program? (Are students assumed to have certain entering behaviors and/or levels of competency which are prerequisite to success in or benefit from the program?)

STAFF

1. What staff is required to carry out the program--teachers, supervisors, coordinators, specialists, para-professionals, etc.?

2. What are the functions of staff members in the program? (How do individual staff members promote the objectives of the program?)

3. What are the qualifications of staff members for fulfilling these functions? (What levels of competency are required or assumed?)

4. What are the specific behaviors expected of each group of staff members? (What specific tasks relevant to the program are to be performed and how are these to be performed by each group of staff members?)

MEDIA

1. What materials, equipment, and supplies are required to carry out the program--books, tapes, films, television sets, paint supplies, etc.?

2. How will these media contribute to the objectives of the program? (How will they affect the student in order to elicit specific behaviors--shape the environment, structure perception, supply cues to evoke desired responses, etc.?)

STUDENT ACTIVITIES

1. What activties are specified for students in the program? Is there a necessary sequence for these? If so, what is the sequence?

2. How will student activities contribute to the objectives of the program? (How will they affect the student in order to elicit specific behaviors--by structuring perception, developing skills, fostering attitudes, etc.?)

COMMUNICATIONS

1. How are personnel concerned with the transition room at various levels kept informed about its operation?

SUPPORT

1. What administrative support is necessary to operate the program? (What facilities are needed? What scheduling of classes or other activities are needed?)

2. What steps are taken to insure this support?

Appendix B

TRANSITION ROOM INTERVIEW SCHEDULE (STAGE I) 1966-1967

School____________________________Grades in Transition Room_________

Teacher____________________________Date of Interview__________________

Name of Interviewer____

1. What does the student give up in order to be in the transition room; that is, what subjects would he be studying if he were not assigned to the transition room?

2. How does instruction given in the transition room affect the objectives of the entire elementary school program?

3. What do you as a teacher give up to teach your transition room class in terms of the following:
    a. Preparation time?

    b. In-service training?

    c. Other sacrifices?

4. Are there any special facilities needed for the program? Are your present facilities adequate?

5. To what extent, if any, are other programs being affected by the transition room in terms of:

    a. Time?

    b. Facilities?

6. Do the gains outweigh the losses, or vice versa, in your opinion?

7. In general, how does the transition room affect the total school program?

8. In general, how does the total school program affect the transition room?